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ABSTRACT

Discipline records and reading test scores revealed that students in the Redding Middle School (Middletown, Delaware) were achieving low reading scores while the number of discipline referrals remained high. This report of a practicum project shows how the school's teachers and administrators succeeded in changing the direction of this trend, increasing reading achievement while reducing discipline referrals. School staff developed a master checklist of objectives, activities, and strategies to implement major changes in school organization, staff training, reading programs, and discipline programs. They applied Bloom's theory of mastery learning to improve student competency in reading through sequential instruction, assessment, and achievement feedback. Glasser's theory of reality therapy provided students and teachers with practical problem-solving strategies for dealing with potential discipline problems before administrative intervention. Summative evaluation data show a 20% reduction in referrals and a substantial increase in reading achievement scores (compared to students' reading scores in the four years preceding the project). Ten appendixes provide information about the materials used in the project and the data collected. (Author/RL)

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Reading Achievement Down
Discipline Problems Up
Reversing This Middle School Trend

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by

John W. Freebery[1]

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Individual Practicum
Dover Cluster
Submitted January 25, 1978

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TITLE Reading Achievement Down; Discipline Problems Up: Reversing This Middle School Trend.

DESCRIPTORS Developmental reading; Individualized reading; Reading achievement; Reading improvement; Reading instruction; Reading skills; Sequential reading program; Reading development; Reading process; Class discipline; Disciplinary action; Self control; Misbehavior; Discipline problems; Behavior; Self discipline; Class management; Self-concept.

ABSTRACT Discipline records and reading test scores revealed that students in the Redding Middle School were achieving low reading scores while discipline referrals remained high. This practicum project succeeded in changing the direction of this trend to reflect higher reading achievement and reduced discipline referrals.

A master checklist of objectives, activities, and strategies were developed by the school staff to implement major changes in the areas of school organization, staff training, reading and discipline programs.

Bloom's theory of mastery learning was applied to improve student competency in reading through sequential instruction, assessment, and achievement feedback.

Glasser's theory of reality therapy provided practical problem solving strategies to students and teachers in dealing with potential discipline problems before administrative intervention.

Summative evaluation data showed a twenty per cent reduction in discipline referrals to the administration. A substantial increase in reading achievement scores was realized during this practicum year (1976-1977) when compared to scores achieved by students in the same middle school over a four year period previous to this project.

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INTRODUCTION

Appoquinimink School District was created in 1968 by an act of law, passed by the Delaware General Assembly, which consolidated the Middletown School District, Odessa School District, Townsend School District, and the Louis L. Redding Comprehensive School District.

Encompassing grades K to 12, the Appoquinimink School District has a total school population of 2400 students housed in five school buildings. Middletown High School, grades 9 to 12, Redding Middle School, grades 6 to 8, and Silver Lake Elementary School, grades 1 to 5, are located in the town of Middletown, population 2644. Townsend Elementary School, grades 1 to 4, is located five miles south of Middletown in Townsend, Delaware, population 505. Three miles east of Middletown is the small town of Odessa, population, 547. The district's kindergarten students are served in the Odessa Kindergarten Center.

Approximately 4000 people in the Appoquinimink community reside within the boundaries of these three small towns. The remaining 5000 residents are scattered throughout the large farming area surrounding these towns. (See Appendix A- School District Boundary Map)

On a socio-economic status scale the population served by this school district falls slightly below the average for the State of Delaware. A major portion of the tax paying work force could be characterized as upper lower class blue collar workers with an average income of $12,000 per year.

With a totally desegregated school population, each school reflects the racial composition of the entire community. Each school's population of students is approximately 70% white, 28% black, and 2% other.

Redding Middle School is the site where this practicum project was conducted during the 1976-1977 school year. This middle school serves the educational needs of all sixth, seventh, and eighth grade youngsters in the Appoquinimink School District. Before consolidation in 1968, Redding School housed a comprehensive educational program, grades 1 to 12, for the negro population of the area.

Although most of the racially motivated hostilities and conflicts experienced during the initial years of desegregation have subsided, many discipline problems in the Redding Middle School, especially fighting, can still be traced back to lingering racial prejudices, fears and ignorance.

Federally funded programs in reading, math, and human relations have existed in the Redding Middle School since 1972. These programs provided needed financial and human resources for improving educational and social deficits so often found when integrating previously segregated school systems.

For several years data collected by local, state and federal education agencies have clearly identified reading achievement and discipline as major educational problems existing in the Redding Middle School.

Previous to this practicum, reading achievement and discipline were viewed by this school's administration as separate and unrelated problems. Programs designed to remediate these problem areas reflected this viewpoint. Schoolwide reading deficiencies were attacked by installing a Title I program which provided instructional aides and reading materials. Although the school serves a total population of over six hundred students, this Title I reading program only assisted one-hundred eighty youngsters.

Discipline problems were handled by teachers and administrators according to an unwritten pupil conduct code. No formal program existed to reduce discipline problems in the school.

This practicum was the first organized effort to design an action plan which:

A. Demonstrates the relationship between reading achievement and discipline problems.

B. Set realistic objectives to improve reading achievement and reduce discipline problems.

C. Develops specific strategies and activities for achieving these objectives in reading and discipline.

Extending a period of fifteen months this practicum influenced the school experience of six-hundred thirty students and forty-two faculty and staff members of the Redding Middle School.

ACKNOWLEDGMENTS

I wish to express my most sincere appreciation to the Appoquinimink Board of Education for their approval, support and interest in this project since its inception.

Special feelings of gratitude go to my Superintendent, Dr. William B. Keene, a graduate of Nova University, who encouraged me to use the practicum process in solving problems at the Redding Middle School.

A special thanks to Mr. Leonard V. Lundberg, principal of Redding Middle School, for allowing me to implement so many changes in a relatively short span of time.

I am also indebted to Dr. Henry C. Harper, Mrs. Vicki Gehrt, Dr. Steve Hansel and Mrs. Jackie Robinson, each of whom assisted in the implementation and institutionalization of this programs activities.

I am grateful to Dr. Linda Barnett for her guidance and direction during the development and writing of this practicum report.

To the faculty and students of Redding Middle School I owe more than can ever be repaid. I can only hope that they received as much as I did in our relationship.

Last, but far from least, a special measure of love to my wife, Marie, for shouldering the burden of raising our daughters these past three years and caring enough to encourage my goal.

CHAPTER 1

IDENTIFICATION AND DOCUMENTATION OF THE PROBLEM

1.1 Discipline Problem

High incidence of discipline problems and low reading achievement scores were two major problems confronting the administration and staff of the Redding Middle School for the past several years.

Local awareness and concern about these problems has been heightened in recent years by expanded media attention to surveys and statistics gathered either nationally or state-wide.

The Gallup Poll of Attitudes Toward Education, for example, annually report that discipline is the top problem facing this nation's public schools. In fact, the percentage who cite discipline as a major problem (26 percent) is the highest found during the nine year period in which these annual polls have been conducted.[1]

Narrowing the perspective from national polls to state statistics it was discovered that the State of Delaware ranks ninth among the states in the percentage

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[1]George H. Gallup, "Ninth Annual Gallup Poll of the Public's Attitudes Toward the Public Schools," Phi Delta Kappan, LIX (September, 1977), 34.

(5.9) of elementary and secondary students suspended from school in 1972-1973.[2]

These national and state indications of discipline problems were locally reflected in the data maintained on discipline referrals to the Redding Middle School administration during the 1975-1976 school year.

TABLE 1

DISCIPLINE REFERRALS TO ADMINISTRATION
REDDING MIDDLE SCHOOL

	Number of Students Referred to Administration			
	Male	Female	Total	Percent of Population
Grade 6	54	27	81	38%
Grade 7	78	27	105	50%
Grade 8	72	36	108	50%
Total	204	90	294	46%

Significant among the data in TABLE 1 was the fact that 46% of the total student population was referred to the school administration for some disciplinary reason.

[2]Children's Defense Fund, School Suspensions: Are They Helping Children. A Report from the Washington Research Project, Inc. (Washington: September, 1975) p. 9.

Another indicator of discipline problems at the Redding Middle School was the number of student suspensions reported for the 1975-1976 school year.

TABLE 2

NUMBER OF STUDENT SUSPENSIONS
1975-1976

	Male	Female	Total	% of Population
Grade 6	21	7	28	13%
Grade 7	34	14	48	23%
Grade 8	29	15	44	20%
Total	84	36	120	19%

A closer analysis of referrals resulting in student suspension revealed that violations of the school rule prohibiting fighting accounted for over 60% of all student suspensions. Other suspension offenses included: repeated class disruption; theft; destruction of personal or school property; and repeated violation of minor school rules.

Frequency data found in TABLES 1 and 2 were obtained by analyzing DISCIPLINE REFERRAL FORMS filed in the principal's office. These forms were completed by teachers and administrators when deviate student behavior was observed. (See Appendix B- DISCIPLINE REFERRAL FORMS)

Extracting from these data the fact that almost half the student population was referred to the

administration for corrective discipline and nearly 20% of the student population was suspended, it becomes obvious that discipline was a problem in the Redding Middle School.

1.2 Reading Problem

An equally critical problem identified in the Redding Middle School was low student achievement in reading. Pupil performance in reading is measured yearly by the Delaware Educational Assessment Program (D.E.A.P.). Developed by the Delaware State Department of Public Instruction in conjunction with Educational Testing Service this D.E.A.P. test measures pupil achievement in reading, and math.

On a statewide basis, results from this criterion-referenced, norm-referenced achievement test, indicate that for the last four years grade one students have achieved slightly higher than the national average, grade four students have achieved slightly below national average and grade eight students have achieved well below the national mean.

Figures in TABLE 3 show the downward trend in reading achievement as Delaware students move through the public school system from grade one to grade eight. This statewide trend toward declining reading achievement was also detected at the local district level.

TABLE 4 displays the mean t-score in reading achieved by first, fourth, and eithth grade students in the Appoquinimink School District.

TABLE 3

DELAWARE EDUCATIONAL ASSESSMENT PROGRAM
SPRING 1974-1975 - STATEWIDE TEST RESULTS[a]
PERCENTAGE OF CORRECT RESPONSES IN READING

	SPRING 1974			SPRING 1975		
	Del. Avg.	Nat'l Avg.	Del. Minus Nat'.	Del. Avg.	Nat'l Avg.	Del. Minus Nat'l
Grade 1	71.0	67.1	+3.9	77.2	70.0	+7.2
Grade 4	62.3	63.1	-0.8	66.2	66.15	+0.5
Grade 8	56.6	63.6	-7.0	59.5	66.1	-6.6

[a] Provided by the State Department of Public Instruction, Dover, Delaware.

TABLE 4

DELAWARE EDUCATIONAL ASSESSMENT TEST RESULTS
MEAN T-SCORE IN READING FOR GRADES 1, 4 AND 8
APPOQUINIMINK SCHOOL DISTRICT - SPRING 1973 TO 1976

Year	Grade 1	Grade 4	Grade 8	Del. Avg.
1973	48.1	49.4	47.8	50
1974	48.9	48.5	47.6	50
1975	47.8	48.3	48.3	50
1976	45.5	48.3	48.5	50

TABLE 4 suggests that little or no progress has been realized by each grade level to raise substandard scores in reading achievement.

Supporting the existence of a reading problem in the Redding Middle School are the data collected by administering the Scholastic Basic Skills Test to all sixth, seventh and eighth grade students in the fall of 1975.

TABLE 5

SCHOLASTIC BASIC SKILLS TEST- FALL 1975- GRADE EQUIVALENT READING SCORES FOR GRADES 6, 7, and 8, REDDING MIDDLE SCHOOL

	READING	
NAT'L GR. EQ. MEAN	LOCAL GR. EQ.* MEAN	DIFFERENCE NAT'L MINUS LOCAL
6.2	5.5	0.7
7.2	5.7	1.5
8.2	6.9	1.3

*LOCAL GR. EQ.- Mean score achieved by Redding students at each grade level.

Data in TABLE 5 add credibility to the interpretation of results obtained from the state D.E.A.P. test since the Scholastic Basic Skills Test is external in origin and independent of the state testing program. These data show that students in grade 6 are almost one school year below the national mean of 6.2 and students in the seventh and eighth grades are close to one and one-half years below the national mean for the same grade levels.

One obvious explanation for this poor showing in reading achievement was the absence of any schoolwide reading program. One-hundred eighty Title I students are the only group of youngsters participating in a formal reading program in the Redding Middle School. It became apparent from these state and local test results that a concerted schoolwide effort in reading instruction was needed.

As a final step in documenting the relationship between reading and discipline a comparison of reading scores was made between a random selection of 14 grade 7 students with at least three discipline referrals on file in the principal's office and a random selection of grade 7 students with no discipline record on file.

TABLE 6

AVERAGE GRADE EQUIVALENT SCORE ACHIEVED IN READING BY A SAMPLE OF STUDENTS WITH AT LEAST 3 DISCIPLINE REFERRALS (TARGET GROUP) AND A SAMPLE OF STUDENTS WITH NO DISCIPLINE REFERRALS- METROPOLITAN ACHIEVEMENT TEST, 1976.

Students with 3 or more discipline referrsls - Grade Equivalent Scores	Students with no discipline referrals- Grade Equivalent Scores
5.4	9.5
3.0	7.3
5.9	8.0
2.6	7.8
6.3	9.5
5.9	5.1
4.2	5.9
2.6	7.1
5.9	7.1
5.7	8.4
6.9	9.0
4.8	6.3
5.4	7.6
3.1	8.0
AVERAGE 4.9	Average 7.6

Table 6 data support the notion that students experiencing trouble with discipline are also achieving low reading scores when compared to students who have no discipline record.

Therefore, given the expectation that individual practicum efforts deal with problems of significant breadth and depth, this action project attempted to remediate these separate but related middle school problems of low reading achievement and high incidence of discipline problems.

CHAPTER 2

OBJECTIVES OF THE PRACTICUM

Terminal and en route objectives were developed based on the identified needs to improve reading achievement and reduce discipline problems.

Three terminal objectives were constructed to guide the overall outcome of this practicum effort. Assessing the degree to which these terminal objectives were achieved forms the summative evaluation of this report.

A multitude of en route objectives were developed to direct practicum implementors toward achieving the terminal objectives established in reading and discipline. Monitoring the achievement of en route objectives provided for the formative evaluation process so essential to developmental feedback during the implementation phase of this practicum. (See Appendix C- List of En Route Objectives Strategies and Activities)

2.1 Terminal Objectives

A. Reading Achievement

OBJECTIVE 1- Sixth, seventh and eighth grade students will improve in reading achievement as measured by a standardized test administered in September 1976 (pre-treatment) and June, 1977 (post-treatment).

Criterion for Success: Improvement was defined as a 25% reduction in the difference between the mean raw score achieved by students at each grade level and the mean raw score achieved by the national sample (norm). That is, the mean raw score difference between the national and local samples will be 25% less in June 1977 than in September, 1976.

B. Discipline Referrals

OBJECTIVE 2- During the 1976-1977 school year, the incidence of student behavior requiring discipline referral to the administration will be reduced by 25% when compared with the number of discipline referrals recorded during the previous school year, 1975-1976.

C. Relating Reading Achievement and Discipline Referrals.

OBJECTIVE 3- Grade equivalent scores in reading and discipline referral frequencies will be compared on a pre-practicum/ post-practicum basis using a random selection of fourteen grade eight students.

Criterion for Success: 50% of the target group, who were referred for discipline to the school office at least 3 times in 1975-76 and who were reading at least one year below grade level, will, by the end of this project, have been referred to the school office 50% fewer times by June, 1977 and will improve grade equivalent scores in reading at least one month for every month of instruction by May, 1977 on the Metropolitan Achievement Test.

2.2 Relating Objectives and Evaluation

Figure 1 illustrates an example of the relationship between: 1) terminal and en route objectives; and (2) formative and summative evaluation. A similar illustration could be depicted for each objective, but space limitations make this impractical.

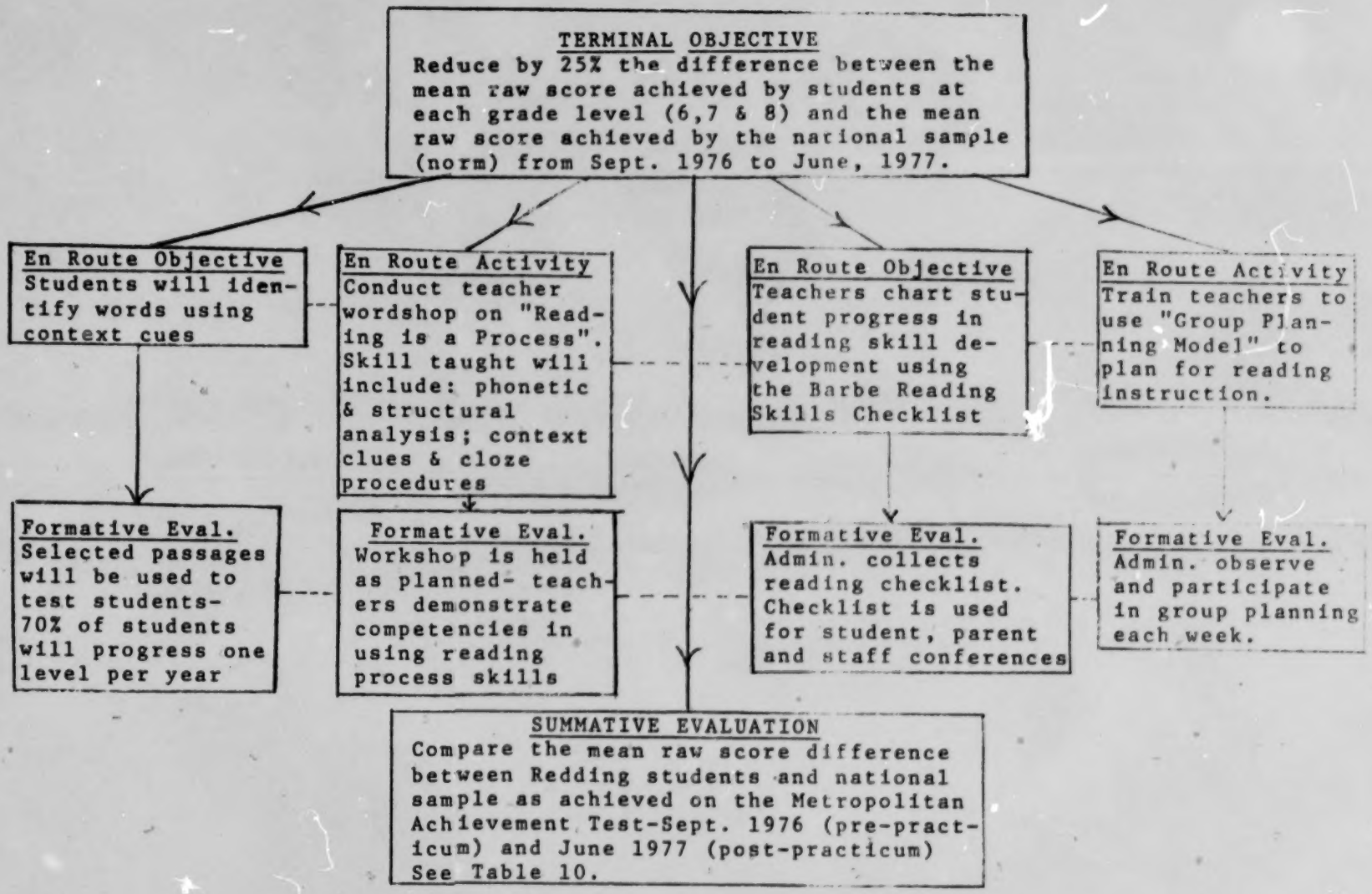
TERMINAL OBJECTIVE
Reduce by 25% the difference between the mean raw score achieved by students at each grade level (6,7 & 8) and the mean raw score achieved by the national sample (norm) from Sept. 1976 to June, 1977.
En Route Objective
Students will identify words using context cues
En Route Activity
Conduct teacher wordshop on "Reading is a Process". Skill taught will include: phonetic & structural analysis; context clues & cloze procedures
En Route Objective
Teachers chart student progress in reading skill development using the Barbe Reading Skills Checklist
En Route Activity
Train teachers to use "Group Planning Model" to plan for reading instruction.
Formative Eval.
Selected passages will be used to test students- 70% of students will progress one level per year
Formative Eval.
Workshop is held as planned- teachers demonstrate competencies in using reading process skills
Formative Eval.
Admin. collects reading checklist. Checklist is used for student, parent and staff conferences
Formative Eval.
Admin. observe and participate in group planning each week.
SUMMATIVE EVALUATION
Compare the mean raw score difference between Redding students and national sample as achieved on the Metropolitan Achievement Test-Sept. 1976 (pre-practicum) and June 1977 (post-practicum) See Table 10.

FIGURE 1

2.3 Practicum Process Model

Figure 2 charts the process and time table followed in executing this practicum project.

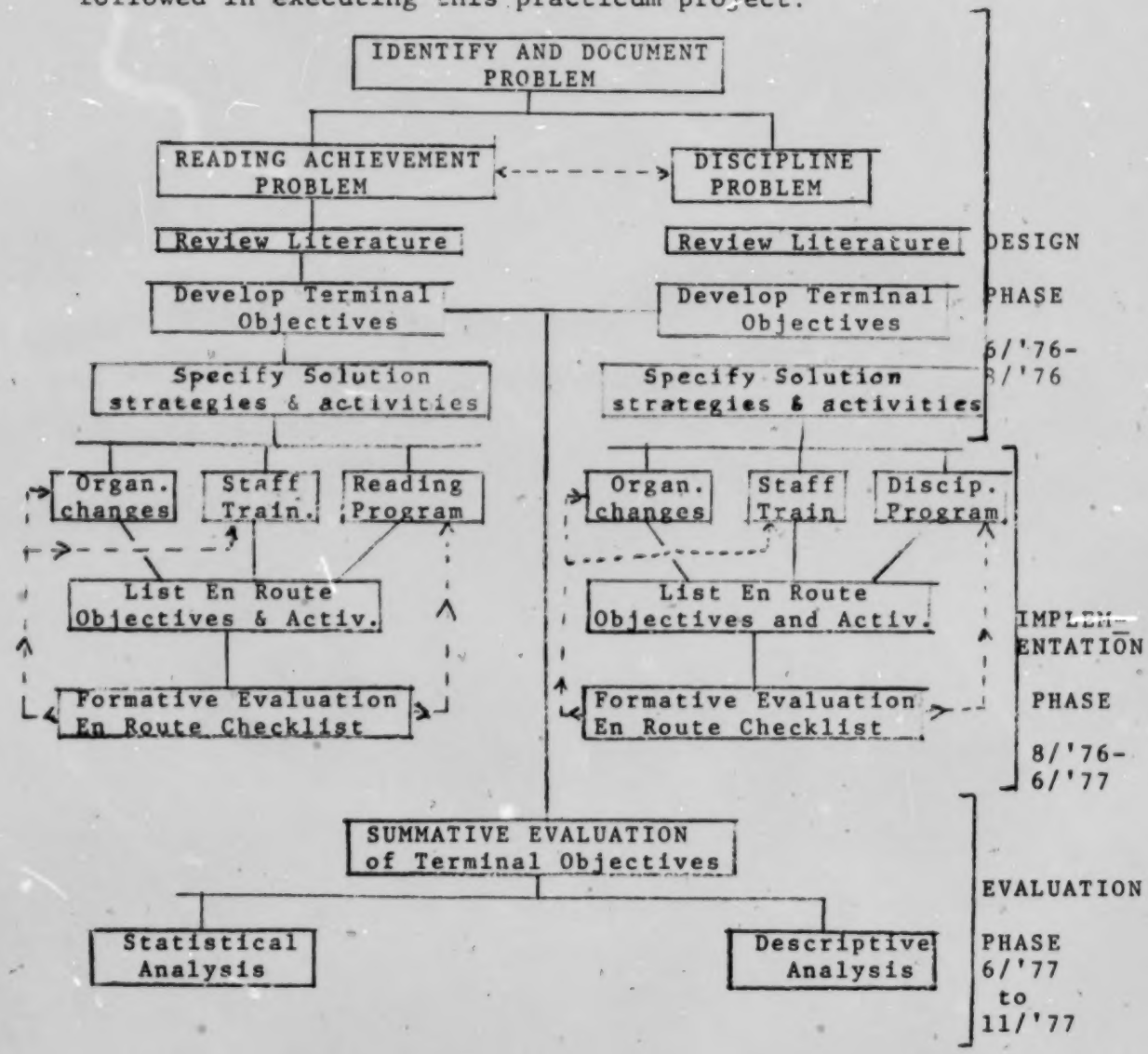

FIGURE 2

CHAPTER 3

REVIEW OF THE LITERATURE

A review of relevant literature provided empirical and authorative insights to appropriate strategies and activities for achieving this practicum's objectives. Authors reviewed in this chapter supply pertinent information regarding:

1. Relationship between reading and discipline problems
2. Self-concept and reading achievement
3. Discipline, self-concept and achievement
4. Organization and leadership strategies

3.1 Relationship Between Reading and Discipline Problems

Research supports the notion that poor reading achievement and student discipline problems are related.

Robinson (1946) reported that the emotional problems exhibited by poor readers could be classified into four categories: (1) agression, (2) withdrawal, (3) loss of emotional affectivity, and (4) general tenseness.

Gary and Reese (1957) also observed that poor readers exhibited a variety of maladjustment symptoms: (1) unable to make friends, (2) always quarreling,

(3) immediately defensive, (4) excessive self-righteousness, (5) overconcern about the behavior of others, (6) apt to cry too easily, (7) too noisy, (8) shy and withdrawn and (9) nervous and fearful.

Spache (1954) studied the covert motivations of fifty retarded readers ranging in age from six to fourteen. He found these students to be more aggressive and cocky, less insightful, less tolerant and more negative than the average child at the same age level. Spache also found that the disabled reader tends to vent aggression on his environment, especially his peers.

Hake (1969) compared two groups of sixth grade pupils, one with low reading achievement, one with high. He concluded that much of the disruptive, antisocial behavior of poor readers is caused by negative self-concepts, anxieties, aggression, negative perceptions about home and school, and a great aversion for reading. When the overt behaviors of the two groups was compared, the poor readers displayed more negative classroom behavior as perceived by their teachers. Poor readers were seen by their teachers as being more uncooperative, quarrelsome, and more impertinent to authority than were good readers.

Hake's empirical findings support the intuitive supposition that poor reading achievement is related to maladjusted student behavior. Hake suggests that this

relationship centers in the construct of self-concept.

Negative self-concept appears to be a critical variable influencing both reading achievement and maladjusted school behavior.

These findings suggest the need to develop strategies which heighten and reinforce teacher awareness of promoting positive self-concepts in pupils.

3.2 Self-Concept and Reading Achievement

Research investigating the importance of self-concept as it relates to reading achievement has been largely related to general achievement.

According to Quandt (1972), the evidence is strong and indicates that there is a positive correlation between levels of reading achievement and levels of self-concept. Quandt believes that an understanding of identified correlates is important in understanding possible interactions among achievement, self-concept, and attitudes toward reading. These correlates are:

1. Past experience: A low self-concept may be caused by the child's poor evaluation of his reading performance or by evaluation of those individuals whom he likes, such as parents, peers, and teachers.

2. Counteractions: A learner who feels that he may not be successful in the eyes of individuals important to him may attempt to avoid the reading act. He may use such avoidance behavior as; disinterest in or

hatred of reading, apparent lack of effort, or refusal to read.

3. Self-Concept reinforcement: The learner may reinforce his own self-concept. If he believes he will not succeed in reading because of some previous experience, he may not succeed.

4. Spiraling process: Because of his self-concept, the reader may become progressively better or poorer with reading. Success generally leads to greater effort; failure tends to cause less effort, which results in progressively poorer performances as the learner advances in school.

Bloom (1968) offers an instructional strategy which addresses Quandt's spiraling process by promoting the mastery learning approach. Bloom describes this teaching strategy as an effective means of giving a student frequent opportunities to be rewarded and, consequently, to perceive himself in a positive way.

Sanacore's (1973) strategy for continuous evaluation of behavioral objectives also provides opportunities for positive reinforcement and, therefore, has the potential for building positive reading self-concept.

This success-oriented structure concerns the formulation of a manageable number of reading objectives and the development of a sufficient number of test items to assess the objectives on a monthly basis. After each test administration, the results are transferred to students' individual profiles. This process reveals important information concerning students' strengths

and weaknesses and guides the classroom teacher in the use of appropriate resources and activities with each student. This type of program can be implemented by a reading advisory council consisting of the building principal, the reading supervisor, and members of the teaching staff. However, the success of the program is largely dependent upon the positive initiation and on-going support of the building administrator. (Sanacore, 1974)

In addition to the use of behavioral objectives, reading successes can be enhanced in content area subjects.

Teaching technical vocabulary, offering alternative assignments, and preparing students for reading activities are only a few ways of providing opportunities for reading success. (Sanacore, 1974) Even in traditional settings where textbooks are used as dominant instructional resources, strategies can be employed that will improve an individual's self-perception as a reader. Frequent experiences with the table of contents, the glossary, and the index can guide students towards a better understanding of the structural design for locating information. (Sanacore 1974)

Sanacore (1974c) emphasized the importance of training tutors. Training sessions should include:

developing and using sight word and sight phrase cards; listening to tape recordings of student word recognition and comprehension errors; using audiovisual equipment; employing instructional games; and administering informal interest inventories.

Many of the activities, organizational structures and instructional strategies suggested by Sanacore were incorporated in this practicum design.

In the area of reading instruction research has identified the teacher as the crucial variable in the success or failure of a reading program.

Relatively little research exists on inservice teacher training programs.

Tricone (1967) investigated the effectiveness of teamwork between a consultant and teachers. Specifically, he chose to investigate the value of repeated consultation with individual teachers in relation to the teachers' effectiveness as revealed by student reading improvement. Tricone concluded that the use of an in-service teacher-centered consultant resulted in greater pupil achievement.

Sawyer and Taylor (1968) designed an inservice program where the teachers were instructed in small groups during school time. For ten weeks these teachers were instructed in the use of reading methods and techniques aimed at improving reading performance. Practical

application of these methods and activities were tried in each teacher's reading and language arts classes. This practicum format for teacher development and practice in a realistic setting, under supervision, was evaluated as successful in changing teacher behavior and student performance.

Project Praise was described by Cohen (1975) as a reading program involving parents, teachers, and guidance personnel helping serious problem readers in grades six and nine. The chief focus of the school was the improvement of reading for students two or more years below grade level in reading. Each grade of one hundred children were taught by a team of five teachers in the areas of science, social studies, math, language arts, and reading. The program evaluation showed a higher percentage of students participating in Project Praise made the honor roll than did the control. Based on individual academic improvements over a five month period, project participants achieved higher gain scores than did the control.

3.3 Organization and Leadership Strategies

Shifting from training to supervision we find research by Sergiovanni (1967) to be appropriate in identifying factors which influence teacher satisfaction/ dissatisfaction.

Sergiovanni studied Herzberg's industrial motivation

research and applied his design to the educational setting. One conclusion drawn from his study is that teachers derive the most satisfaction from work-centered activity.

Sergiovanni described several implications his study has for educational administration and supervision. His findings suggest that administrative behavior emphasize "teacher-centered" behavior (support supervision, interpersonal relations, effective communication, and group effectiveness). "Task-oriented" behavior, organizing and planning work, and implementing goal achievement also emerged as important and direct contributors to teacher satisfaction.

Sergiovanni proposed that administrators permit and encourage teachers to: (1) exercise more autonomy in making decisions by promoting collaborative efforts and participating in consultative management roles; (2) increase individual responsibility in developing and implementing teaching programs; and (3) develop professional skills. These variables will serve to increase individual identification with the planning/ teaching tasks.

Extracting appropriate key components from each of these studies provides direction in designing the research based strategies and activities used to achieve this practicum's objectives.

These components include:

1. Organizing teachers into word-units or teams
2. Providing for staff training during school time.

3. Practicing new reading and discipline methods and techniques in the regular classroom setting.

4. Administrative participation in planning for instruction.

5. Supervising implementation efforts for the purpose of providing feedback, recognition and responsibility.

3.4 Discipline and Self Concept

In his book, Schools Without Failure, William Glasser adapts his Reality Therapy theory to solving school discipline problems.

Glasser's field tested classroom meeting strategy offers teachers a practical technique for involving students in solving their behavior problems.

Glasser (1969) claims that many of the social problems found in schools, some of which lead to discipline problems, are best attacked through the use of the class as a problem-solving group with each teacher as the group leader. Social problem-solving meetings allow children to participate in a problem-solving group where,

> ...they learn that the world is not a mysterious and sometimes hostile and frightening place where they have little control over what happens to them. They learn rather that, they can use their brains individually and as a group to solve problems of living in their school world.[3]

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[3]Glasser, William, Schools Without Failure, (New York: Harper and Row, 1969), p.124.

Glasser defends the importance of promoting this kind of activity by citing a detailed review of the famous Coleman Report written by Dr. Edmund Gordon.

Gordon reports that,

> In addition to the school characteristics which were shown to be related to pupil achievement, Coleman found a pupil characteristic which appears to have a stronger relationship to achievement than all the school factors combined. The extent to which a pupil feels he has control over his own destiny is strongly related to achievement.[4]

Through these class meetings Glasser suggests that,

> ...an atmosphere of thinking, discussing, and problem solving is established and situations that ordinarily would cause serious disturbances in class and might cause a child to be sent to the principal's office can be handled effectively within the class.[5]

Glasser confronts the issue of developing a positive self-concept while still disciplining students. He calls for,

> Reasonable rules, firmly enforced through separation from the program (not punishment) and backed up by problem-solving class meetings....Firm, fair standards of discipline mean that we care; bad standards are interpreted by those who need firm standards as lack of interest.[6]

Glasser anchors his theory of self-concept and discipline in the twelve-year study on self-esteem carried out by Dr. Stanley Coopersmith.

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[4]JADC Bulletin, Ferkauf Graduate School, Yeshiva University, III, No.5, (November,1967).

[5]Glasser, William, Schools Without Failure, (New York: Harper and Row, 1969), p.131.

[6]Ibid., p. 194.

In his study Coopersmith found that,

> ...parents of high self-esteem children were less permissive than those of children with lower self esteem.... They demanded high standards of behavior and were strict and consistent in enforcment of the rules. Yet their discipline was by no means harsh; indeed, these parents were less punitive than the parents of the boys whom we found to be lacking in self-esteem. They used rewards rather than corporal punishment or withdrawl of love as disciplinary techniques, and their sons praised their fairness. Parents of low self-esteem boys tended to be extremely permissive but inflicted harsh punishment when their children gave them trouble. These boys considered their parents unfair, and they took the absence of definitely stated rules and limits for their behavior as a sign of a lack of parental interest in them.[7]

Coopersmith also described the family life of high self-esteem boys as being,

> ...marked not only by the existence of a well defined constitution for behavior, but also by a democratic spirit. Parents established the principles and defined the power, privileges and responsibilities of the members,but they presided as benevolent despots; they were respectful toward dissent, open to persuasion and generally willing to allow the children a voice in making family plans. It seems safe to conclude that all of these factors--deep interest in children, the guidance provided by will-defined rules of expected behavior, non-punitive treatment and respect for the children's views--contributed greatly to the development of the boy's self-esteem.[8]

These factors, described by Coopersmith, are all inherent in Glasser's class meeting strategy. Training teachers to implement Glasser's social problem-solving class meeting was a key strategy identified for reducing discipline problems and resultant referrals to the administration.

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[7] Ibid., p. 194.

[8] Ibid., p. 195.

Grantham and Harris (1967) described a school staff's decision to tackle their main problem - Discipline. This study involved a year-long staff development effort designed to provide teachers with tools for better classroom management. The goal was to identify disciplinary alternatives which would be systematically employed throughout the school year. The faculty felt that if they could train themselves to be better "classroom managers" they would reduce the need for discipline in its customary sense and, at the same time, probably increase pupil achievement.

The study's data indicated: (1) a measure of growth in selected classroom skills as judged by the faculty themselves, (2) a marked decrease in student behavior requiring disciplinary action as measured by the number of referrals made by teachers for disciplinary reasons, and (3) a modest increase in pupil achievement over the course of the year.

Teacher classroom behavior was recorded and analyzed using the Fink Interaction Analysis System (FIAS). Discipline referrals were recorded for study using the Pupil Behavior Analysis Forms designed by the staff.

One interesting insight in this study was that improved pupil behavior is not necessarily best measured by academic achievement. However, it surely is one valid measure, since a pupil who is "goofing-off" or creating problems is not likely to make much academic progress.

Teachers were interested in evidence that reduced distracticns and interference to teaching would be reflected in academic achievement data.

This practicum was interested in exploring a similar relationship between reading achievement and student discipline problems.

CHAPTER 4

PROCESS OBJECTIVES AND STRATEGIES

This chapter describes the process objectives and strategies designed to reach the practicum objectives.

The time spent conducting this practicum can be divided into three phases: 1) Design phase; (2) Implementation phase; and (3) Evaluation phase. Each phase is described in detail.

4.1 The Design Phase

During the last quarter of the 1975-1976 school year the writer, then assistant principal at the Redding Middle School, began the process of identifying a significant educational problem confronting his school.

Biased by impressions formulated while conducting the duties of a building administrator, the writer began to focus on the two problem areas demanding more time and attention than any other, that is, reading achievement and discipline. Weekly review and planning conferences with the principal repeatedly centered on (1) the number and type of discipline referrals, and (2) academic deficiencies easily attributed, in part, to poor reading skills. Our mutual administrative concern regarding

reading and discipline was constantly reinforced during conferences with individual staff members.

During a statewide in-service day in March, 1976, the principal and assistant principal led the faculty in a problem identification activity. Problems were listed by the teachers and prioritized by the total faculty from: 1- needs most attention; to 10- needs least attention. Discipline ranked first with improving reading skills a close second.

Acting on this group consensus the writer began to informally compare objective data on reading achievement and discipline referrals. Cursory inspection of reading achievement scores and discipline referral frequencies confirmed our intuitive notions that these two areas of concern were indeed problems in need of immediate attention and solution.

Seeing the opportunity to apply the Nova practicum model in a practical and relevant way the writer asked his superiors for permission to use the practicum process in remediating these two problem areas of reading and discipline. Permission was granted.

As a first-step measure, a more formal and thorough documentation of poor reading achievement and increased discipline problems was initiated. With the help of local district and state level personnel this

documentation was completed by June, 1976. A complete review of these data are presented in Chapter 1.

Concurrent with documentation activities the writer studied the literature to better understand factors affecting these problems and identify solution strategies already tested by other investigators.

A review of literature relevant to reading and discipline problems is described in Chapter 3. Solution strategies presented by selected authors were incorporated in this practicum.

By June, 1976 terminal objectives were proposed, modified and accepted by the faculty after several input and review sessions.

Solution strategies and activities were also developed with faculty and administrator input. Many of the activities designed to improve reading achievement resulted from interaction between the faculty and Dr. Steve Hansel. Dr. Hansel is a reading consultant attached to the University of Delaware. Interested in the potential for teaching reading in the content area subjects, Dr. Hansel provided much insight and direction to the teachers and administrators in identifying deficiencies in staff training and reading program content. Using Redding students to field test instructional techniques, Dr. Hansel agreed to help assess and develop our reading goals and objectives. From this mutually beneficial relationship

many en route objectives and activities were developed and implemented throughout the year.

4.2 Implementation Phase

Translating theory into practice proved to be the major consumer of time and energy for all the practitioners involved in this practicum effort.

Based on the literature studied and input from the participating teachers and administrators, this phase included change strategies in: (1) organization; (2) staff training; and (3) program (reading and discipline).

4.2.1 Organization Changes

A. Process Objectives in Reading

1. Teachers will be organized into two inter-disciplinary teams at each grade level consisting of four teachers and one instructional aide.

2. Students will be assigned randomly to either Team A or Team B at each grade level- 6, 7, and 8. Approximately 100 students per team, 200 students per grade level.

B. Process Objectives in Discipline

1. A heterogeneous grouping of 25 students will be assigned to each team teacher.

2. Students will rotate through three different time schedules during the school year (See Appendix D- Time Schedules A, B, and C).

Previous to this practicum project the Redding Middle School was organized like a "little high school". Teachers were identified with the subject they taught, not the

students they taught. Students moved throughout the school on bell commands every 47 minutes. This totally departmentalized organization gave little or no opportunity for teachers to plan instructional activities together as a team or discuss mutual concerns related to commonly experienced student discipline problems.

Students also appeared to have lost their identity with a defined set of peers and adults. Many teachers felt the transition from self-contained fifth grade elementary classrooms to our departmental organization in the middle school was too sudden and too severe. Teachers also believed that this impersonal organizational structure contributed, in part, to the problems experienced by students in both reading and discipline. Students and teachers seemed to lack a needed identity with a group and the concommitment responsibilities of belonging to a group.

Recalling organizational structures experienced in the past and adapting Cohen's (1975) suggestions for team teaching, the writer re-designed the organizational structure and presented the plan to the principal and teaching staff.

This plan organized teachers into two interdisciplinary teams at each grade level. Teacher teams consisted of four teachers and one instructional aide. Each teacher specialized in one of the four basic subject areas of math, science, social studies, or language arts. Students were

assigned randomly to either team A or team B at each grade level. An average of 25 students were assigned to each teacher. Therefore, each team was made up of five adults (four teachers and one instructional aide) and one-hundred students divided into four heterogeneous sections. Team classrooms were located contiguous to each other to reduce school-wide movement between classes. The bell schedule was replaced with "block scheduling" which provided each grade levelwith different lunch and expressive arts (home economics, wood shop, gym, art, etc.) periods. The remaining time on each schedule allowed teachers to block-out instructional time in flexible ways. (See Appendix D - Time Schedules A, B, and C).

This organizational change greatly facilitated the feeling of belonging for both teachers and students. In addition, this plan provided a more flexible structure for implementing the strategies and activities planned in the areas of staff training and program.

4.2.2 Staff Training

A. Process Objectives in Reading

1. Conduct teacher orientation sessions by Aug. 20, 1976 for the following purposes:
   a. Team assignments
   b. Team building activities
   c. Schedule change review
   d. Reading program emphasis

2. Conduct teacher workshop by Aug. 31, 1976 on: "Reading is a Process"

a. Presented by state reading supervisor and staff.
b. Assess teacher knowledge of:
   1) Phonics and phonetic analysis
   2) Structural analysis
   3) Context clues
   4) Cloze procedure

3. Develop in-service teacher training plans
   a. Schedule ninety minute training/planning sessions daily.
   b. Conduct weekly in-service teacher training sessions with state, local, and university reading specialists.
   c. Train teachers to implement the "Group Planning Model".

B. Process Objectives in Discipline

1. One group planning session each week will be devoted to training teachers in the area of Affective Education/Self-Concept enrichment activities.

2. Design and implement class management strategies which affect teacher responses to pupil behavior.

3. Use audio/visual training materials prepared by Glasser and Associates to train teachers in conducting social problem solving class meetings.

Pre-service training was conducted for building teachers during the third week of August, 1976. Eithteen out of twenty-four teachers participated with representation from each teaching team. Activities centered on:

(1) Team assignments (teachers and students)
(2) Team building activities
(3) Orientation to schedule changes
(4) Overview of reading program activities

In addition, a training workshop was presented by Dr. Stan Weisman, State Reading Supervisor, on "Reading is a Process".

This mini-course in reading instruction techniques developed teacher competencies in:

(1) Phonics and Phonetic Analysis

(2) Structural Analysis

(3) Using Context Clues to Comprehend

(4) Cloze procedures for developing comprehension skills.

In-service teacher training sessions were conducted each week throughout the school year. Ninety-minute team training/planning sessions were scheduled daily. In keeping with the model suggested by Tricore (1967) and Sergiovanni (1967) these planning sessions were scheduled during school time when students were in expressive arts classes. Weekly training sessions were used to: (1) develop competencies in handling reading problems in every classroom; and (2) develop competencies in dealing with discipline problems wherever they arose. State, local, and university resource people were engaged to provide on-going instruction and direction to teachers in overcoming deficiencies in both reading and discipline.

Teachers received training in the following reading areas:

(1) Word recognition skills

(2) Developing positive attitudes in students through success experiences.

(3) Using the Barbe Reading Skills Checklist.

(4) Teaching reading in content areas (Ex: Social Studies, Science).

(5) Applying Cloze procedures to text material.

(6) Administering SRA Skill Probes in reading.

(7) Developing positive attitudes in students through the use of the Mastery Learning Sequence (Bloom, 1968).

In the domain of discipline, teachers were trained in:

(1) Affective Education techniques- conducted and supervised by the district Affective Education specialist, Mrs. J. Robinson.

(2) Analyzing teacher behavior using observation feedback from supervisor or self analysis techniques.

(3) Conducting Class Meetings (Glasser, 1969).

(4) Implementing alternative class management techniques.

In summary, the staff training activities proved to be a key ingredient for implementing the multitude of strategies and activities identified to remediate reading and discipline problems.

A positive feature of this on-going training opportunity was the participation by the building administrators as trainers and trainees. Communication between teachers and administrators was greatly enhanced in this participatory-supervision strategy.

4.2.3 Reading and Discipline Program Activities

A. Process Objective for Reading and Discipline

Develop and implement throughout the year a "Group Planning Model" for team teachers to follow during instructional planning sessions.

B. Process Objectives for Reading Instruction

1. Identify and use a mastery learning sequence of skills in reading for individual students and class groups.

2. Identify and use commercially prepared reading skill assessment instruments to pinpoint student skill deficits.

3. Develop instructional activities for improving specific reading skills

4. Develop and monitor en route objectives in reading for administrators, teachers, and students (See Appendix C, pages 73-93

C. Process Objective for Discipline Strategies

Design, implement and evaluate several activities and strategies for reducing discipline problems and referrals. (See Appendix C, page 94)

Critical to the implementation of all reading and discipline solution activities was the "Group Planning Model". Teacher teams followed this model in planning individual and group activities designed to improve reading deficiencies and remediate discipline problems.

Steps followed in the Group Planning Model:

(1) Identify student needs in reading or discipline
   a) Formal assessment (Commercial tests)
   b) Teacher made assessments
   c) Informal assessments (Ex: observation, homework, conversation)

(2) Review literature, if appropriate

(3) Write objectives
   a) En route objectives and activities
   b) Terminal objectives

(4) Design and apply classroom instructional activities to meet stated objectives

(5) Evaluate outcomes
   a) Criterion-referenced commercial tests (Ex: Fountain Valley)
   b) Teacher-made tests
   c) Outside observer (administrator or teacher colleague)

(6) Communicate results to teacher teams

(7) Report successful applications and results to staff.

This Group Planning Model was derived by adapting the Nova Practicum Model to an in-school planning process. Teachers resisted this "new" planning process for the first four or five months of the school year. Most teachers had never followed the thought process inherent in this planning model. Administrative participation in the weekly team planning sessions provided the "benign coercion" needed to make this process an intricate part of instructional planning. By the end of the year every team was using this model to plan team strategies in reading and discipline.

Primary Reading Instruction Strategy

Based on Bloom's research with mastery learning sequence and its effect on developing both reading skills and positive self-concepts, the basic strategy for improving reading achievement was the utilization of a reading skills checklist.

Teachers maintained records on student reading skill mastery and provided weekly feedback to students regarding achievements and progress. Althouth the language arts teachers on each team had the primary responsibility for reading instruction, the other team teachers also contributed by instructing students in specific skills and reporting progress on the checklist each week.

Reading skill checklists were maintained using:

(1) Pupil Progress Profile (Fountain Valley, Appendix E)

(2) Barbe Reading Skills Checklist (Appendix F)

(3) Class Record of Skills Checklist (Appendix G)

Commercial and teacher-made criterion referenced tests were used to diagnose skill deficits and assess competencies after instruction. Some of the commercial material used included:

(1) Fountain Valley Reading Skills Tests

(2) SRA Diagnostic Skill Probes in Reading

(3) Instructional Objectives Exchange (IOX)-Criterion referenced test items.

In addition to monitoring student progress in reading these same checklists were used to conduct:

(1) Student conferences with the teacher (weekly)

(2) Parent Conferences

(3) Professional staff conferences (Counselor, Psychologist, Visiting Teacher, etc.)

(4) Group Planning sessions with team teachers

Once skill deficiencies were identified for individual or groups of students remedial instruction plans were developed by:

(1) Individual teachers

(2) Teacher teams using the Group Planning Model

(3) Reading specialists from within or outside the school.

In every case plans were shared with the teacher team responsible for the total instruction of a student. Reading specialists, for example, would meet with the teacher teams and communicate their remediation plans so that everyone contributed and understood the help given to a student.

Many ready-to-use instructional activities were provided by the Fountain Valley Teacher Support System in Reading and the Barbe Reading Skills Activity Book. These materials proved to be a time-saving aid for teachers.

Key Discipline Improvement Strategy

William Glasser's theory of Reality Therapy formed the basic approach to reducing discipline problems.

Teacher in-service training time was used to instruct classroom teachers in the use of Reality Therapy as a means to help students become self-disciplined. Instructional films made by Glasser were used to communicate the theoretical notions behind Reality Therapy and provided examples of how to conduct class meetings.

Classroom demonstrations were presented by the writer on conducting "Social Problem Solving Class Meetings". Weekly class meetings became the primary teacher directed strategy for helping students resolve a multitude of potential discipline problems within the classroom setting. By the end of the year eighty percent of the teaching staff were conducting class meeting at least once a week. Those who did not conduct weekly meetings were either "specialists" teachers who had no homeroom class or teachers still not convinced of the value this technique had to offer.

List of En Route Objectives and Activities

Process Objective: Develop a checklist of en route objectives, activities, and strategies for improving reading achievement and reducing discipline referrals. This checklist is to be used to monitor progress toward achieving terminal objectives.

Following the same strategy used to monitor student progress in reading, the writer listed all en route objectives and activities expected to be achieved during the implementation phase of this practicum. This instrument provided for the formative evaluation needed to determine whether specific en route objectives and activities were being achieved as predicted. (See Appendix C, pages 68 to 100)

Monitoring the achievement of the many en route objectives and activities was facilitated by using a simple recording system. Dates were recorded when a specific objective or activity was completed. Three symbols were used to record the level of mastery or degree of achievement. Brief handwritten comments or notes were used to clarify or qualify symbol notations.

On the whole this instrument was very useful as a record keeping mechanism. It provided the teachers and administrators with an organized list of expected outcomes.

4.3 Evaluation Phase

Measurement and evaluation activities incorporated in this practicum's design were both formative and summative. Procedures and techniques used to determine the extent to which en route and terminal objectives were achieved are discussed in the following chapter.

CHAPTER 5

DETERMINING EFFECTIVENESS

Formative and summative evaluation techniques were employed to determine the effectiveness of the various treatment strategies and activities designed to increase reading achievement and reduce the number of discipline referrals to the administration.

5.1 Formative Evaluation

Continuous assessment of student performance in achieving specified en route objectives and activities in reading and discipline occurred throughout the school year.

Popham's (1972) One Group Pretest/Posttest Design (Figure 3) served as a model for assessing student performance before and after treatment. Pretest results indicated to teachers the specific skill deficiencies in reading. Posttest results demonstrated the extent to which treatment strategies aided students in improving these same reading skills. Student Conduct Report forms served the same assessment needs for determining the effectiveness of treatment strategies in the area of discipline.

ONE GROUP PRETEST/POSTTEST DESIGN (Popham, 1972)

M----------T----------M

where: M = Measurement

T = Treatment

FIGURE 3

5.1.1 En Route Objectives and Activities Checklist

The primary purpose for enumerating so many en route objectives and activities was to provide students, teachers and administrators with intermittent, goal-directed incentives. Each en route objective or activity represented an action step toward achieving the terminal objectives established for reading and discipline.

Assessing the achievement of en route objectives and activities was structured by utilizing the checklist instrument displayed in Appendix C. One team meeting each month was devoted to reviewing progress in accomplishing certain en route objectives. To many teachers the checklist became the impetus for developing instructional lesson plans in both reading and discipline.

Although several en route objectives and activities were not achieved in terms of the minimum acceptable criteria, it was felt that this formative evaluation strategy served its primary purpose of keeping everyone "on-track".

5.1.2. Formative Evaluation in Reading

Pupil progress toward achieving mastery of specific reading skills was monitored continuously using various criterion-referenced tests such as:

(1) Fountain Valley Criterion-Referenced Tests in Reading

(2) SPA SKILL PROBES IN READING

(3) Instructional Objective Exchange (IOX) - Reading Skills

(4) Teacher and Teacher Team designed criterion-referenced tests.

Individual student progress folders were maintained to illustrate skill deficits and achievements. Group or class record sheets were also used to facilitate teacher planning for instructional treatments. (See Appendixes E, F and G)

5.1.3. Formative Evaluation in Discipline

The Flander's Interactional Analysis observation instrument was initially proposed to provide teachers with substantive feedback regarding classroom behavior interactions. After several trial applications of this observation analysis technique the teachers and administrators felt that this strategy was inefficient, threatening and inappropriate for the purposes desired.

Replacing this instrument was a "custom made observation form" designed by the teachers and

administrators to provide feedback on the following behaviors: (See Appendix H)

(1) Non-verbal behaviors
   a) Movement by teacher
   b) Gestures by teacher (body)
   c) Expressions (facial)

(2) Verbal behavior
   a) Amount of teacher talk
   b) Amount of student talk
   c) Positive teacher comments-frequency
   d) Negative teacher comments-frequency

In addition to this instrument and feedback strategy, a school conduct record form was maintained by the administrators and analyzed weekly for identifying deviate behavior patterns in groups or individual students. (Appendix I) This same form was used by team teachers to record and identify problem behaviors observed at the classroom level. Anecdotal records were maintained by many teachers on students requiring corrective action during the course of a school day. (Appendix J)

All formative evaluation techniques were developed with the purpose in mind to minimize record-keeping chores and maximizing feedback and communications for planning and remediation activities.

5.2 Summative Evaluation

Measuring and evaluating the achievement of this practicum's three terminal objectives defined the summative evaluation phase of this year long project.

Determining the extent to which objectives 1 and 2 were achieved required an analysis of school-wide reading achievement scores and discipline referral frequencies. Objective 3 ties these separate but related variables of reading achievement and discipline by focusing our analysis on a sample of students experiencing problems in both reading and discipline during the 1975-76 school year.

It was not enough to show that reading scores improved and discipline referrals decreased for the total school population. Of equal importance was determining the extent to which this practicum's activities helped individual students increase reading scores and decrease discipline referrals. Objective 3 addresses this need by requiring that 50% of the target group, who were referred for discipline at least three times in 1975-76 and who were reading at least one year below grade level, would, by the end of this practicum project, reduce the number of discipline referrals by 50% and improve grade equivalent scores in reading at least one month for every month of instruction by May, 1977, on the Metropolitan Achievement Test.

5.2.1. Analyzing the Achievement of Objective 1

Determining the extent to which Objective 1 was achieved required an analysis of mean raw scores realized by each grade level, sixth, seventh, and eighth, on a pre-practicum, post-practicum basis. Objective 1 called for a 25% reduction in the difference between the mean raw score achieved at each grade level and the mean raw score achieved by the national sample. That is, the mean raw score difference between the national and local (Redding) samples would be 25% less in June, 1977, than in September, 1976.

TABLE 7 displays the difference in mean raw scores achieved locally and nationally on a pretest/posttest basis in the area of Word Knowledge and Total Reading using the Metropolitan Achievement Test. Total Reading scores are a combination of Word Knowledge and Comprehension scores.

TABLE 7

MEAN RAW SCORES IN WORD KNOWLEDGE AND TOTAL READING - METROPOLITAN ACHIEVEMENT TEST GRADES 6, 7 AND 8 - REDDING MIDDLE SCHOOL - PRETEST - OCTOBER, 1976; POSTTEST - MAY, 1977

	WORD KNOWLEDGE							TOTAL READING						
	PRETEST - OCT. 1976			POSTTEST MAY, 1977			%DIFF. PRE/POST	PRETEST - OCT. 1976			POSTTEST MAY, 1977			% DIFF. PRE/POST
	MEAN RS-L	MEAN RS-N	L-N	MEAN RS-L	MEAN RS-N	L-N		MEAN RS-L	MEAN RS-N	L-N	MEAN RS-L	MEAN RS-N	L-N	
GRADE 6	25	32	-7	31	36	-5	28%	19	27	-8	25	32	-7	12%
GRADE 7	30	34	-4	34	36	-2	50%	25	30	-5	29	32	-3	40%
GRADE 8	24	32	-8	26	34	-8	0%	20	28	-8	23	30	-7	12%

WHERE: RS = RAW SCORE
L = Local (Redding)
N = National

Discussion of Table 7 Data

Inspecting the figures reported in TABLE 7 we see that the difference in mean raw scores between local and national was reduced in every grade level for Total Reading.

Reducing the difference between local and national mean raw scores by 25% from pretest to posttest was achieved in grades 6 and 7 for Word Knowledge. In the area of Total Reading (Word Knowledge plus Comprehension) only grade 7 met the criterion set in the objective.

Although Objective 1 was not totally achieved according to the criterion proposed, the results do indicate a positive trend toward reducing the difference in mean raw scores achieved by Redding students and the national norm.

Table 8 supplements the data provided in Table 7 by illustrating a comparison of Mean T-scores achieved by grade 8 students from the Redding Middle School and the standard Mean T-score (50) for grade 8 students in the State of Delaware.

Discussion of Table 8 Data

Data reported in this table were presented to focus attention on the scores achieved by grade 8 students. Viewing the Mean T-score achieved by Redding students in grade 8 over a period of four years we find that the

TABLE 8

DELAWARE EDUCATIONAL ASSESSMENT PROGRAM (D.E.A.P.) TEST RESULTS- REDDING MIDDLE SCHOOL - GRADE 8 - SPRING RESULTS - 1973-1977
REPORTED AS MEAN T-SCORE

	MEAN T-SCORE ACHIEVED BY REDDING STUDENTS IN READING					MEAN T-SCORE FOR STATE OF DELAWARE IN READING	DIFFERENCE (REDDING MINUS DELAWARE)				
	1973	1974	1975	1976	1977	1973-1977	1973	1974	1975	1976	1977
GRADE 8	47.8	47.6	48.3	48.3	49.3	50	-2.2	-2.4	-1.7	-1.7	-0.7

(Data reported in TABLE 8 were compiled and presented by the State of Delaware's Department of Public Instruction, Dover, Delaware, November, 1977)

greatest increase occurred between the spring of 1976 and the spring of 1977. A major portion of this practicum's activities were implemented during this same time period.

Because the data reported in TABLE 8 were collected independently and externally from evaluation activities proposed in this practicum project, these data add credibility to the suggestion that this practicum's activities did make a notable contribution toward improving reading achievement in the Redding Middle School during the 1976-1977 school year.

5.2.2. Analyzing the Achievement of Objective 2

Objective 2 called for a 25% reduction in the number of student referrals to the administration. To determine the extent to which this criterion was achieved data were collected, compiled and recorded in TABLE 9.

Discussion of TABLE 9 Data

In every category a decrease in the number of referrals was noted except in grade 8, female students. The most significant figure in TABLE 9 is -61, which represents the total reduction in the number of referrals from Pre to Post. This figure, -61, represents a 20% reduction in the number of referrals received by the administration in 1976-77. Although the criterion of reducing discipline referrals by 25% was not attained,

TABLE 9

NUMBER OF STUDENT DISCIPLINE REFERRALS TO ADMINISTRATION - REDDING MIDDLE SCHOOL ON A PRE-TREATMENT (1975-1976)/ POST-TREATMENT (1976-1977) BASIS

	MALE			FEMALE			TOTAL			PERCENT OF POPULATION		
	PRE	POST	DIFF.	PRE	POST	DIFF.	PRE	POST	DIFF.	PRE	POST	DIFF.
GRADE 6	54	48	-6	27	18	-9	81	66	-15	38%	30%	-8%
GRADE 7	78	53	-25	27	22	-5	105	75	-30	50%	33%	-17%
GRADE 8	72	54	-18	36	38	+2	108	92	-16	50%	44%	-6%
TOTAL	204	155	-49	90	78	-12	294	233	-61	46%	36%	-10%

Total School Population for 1975-1976 and 1976-1977 was approximately 630.

it is reasonable to conclude that a 20% reduction in discipline referrals was sufficiently close to the proposed criterion to suggest that this practicum's activities, in the areas of reading and discipline, were instrumental in reducing discipline problems in the Redding Middle School.

Some plausible explanations for not achieving a 25% reduction in discipline referrals might include:

1. The 25 per cent figure was set arbitrarily and may have been too ambitious for a first year effort.
2. Teachers and administrators were not totally proficient in conducting class meetings or implementing different discipline strategies during this initial learning/practice year.
3. Students and staff were still learning and adapting to the many changes introduced in a relatively short span of time.

5.2.3. Analyzing the Achievement of Objective 3

Determining the extent to which Objective 3 criteria were achieved required a pre-practicum/post-practicum comparison be made on grade equivalent reading scores and discipline referral frequencies for a specific sample of students. This objective proposed that 50% of the students sampled (target group) would reduce the number of discipline referrals recorded in 1976 by one-half in 1977. A second criterion in this objective called for these same students to improve their grade equivalent scores in reading by eight months, or as stated in the objective, one month for every month of instruction from September, 1976 to May, 1977.

Student Sample Analyzed

Students making up the target group were randomly selected from a population of thirty-two youngsters with reading scores at least one year below grade level and a minimum of three discipline referrals on file in the school office. Students meeting these two criteria were members of the seventh grade class in 1975-76 (pre-practicum) and the eighth grade class in 1976-77 (post-practicum). A random sample of fourteen students were drawn from the larger population and analyzed on a pre/post basis to determine the extent to which objective 3 was achieved.

TABLE 10 displays the data used to evaluate the achievement of this objective.

TABLE 10

GRADE EQUIVALENT READING SCORES* AND DISCIPLINE REFERRAL FREQUENCIES FOR A SAMPLE OF STUDENTS IN GRADE SEVEN, 1975-76 AND GRADE EIGHT, 1976-77

DISCIPLINE REFERRAL FREQUENCIES			GRADE EQUIVALENT READING SCORES		
1976-77	1975-76	DIFF.	MAY 1977	SEPT. 1976	DIFF.
5	6	-1	6.3	5.4	+0.9
7	11	-4	4.7	3.0	+1.7
1	9	-8	6.9	5.9	+1.0
2	4	-2	7.3	5.9	+1.4
1	7	-6	8.4	6.3	+2.1
4	15	-11	4.8	2.6	+2.2
9	5	+4	6.1	5.9	+0.2
5	10	-5	7.1	5.7	+1.4
6	14	-8	6.1	4.2	+1.9
10	13	-3	3.9	2.6	+1.3
12	6	+6	6.9	6.9	0
7	14	-7	6.9	4.8	+2.1
11	13	-2	5.7	5.4	+0.3
7	3	+4	4.7	3.9	+0.6
TOTAL 87	130				

*Metropolitan Achievement Test

Discussion of TABLE 10 Data

Inspecting the data presented in TABLE 10 we find that 7 out of 14 students did reduce the number of discipline referrals recorded in their file by at least 50% during the practicum year, 1976-77. It should also be noted that the total number of referrals for this sample group dropped from 130 in 1975-76 to 87 in 1976-77. This decrease of 43 referrals represents a 33% reduction in the number of discipline problems handled by the school administration for this sample of students.

Comparing grade equivalent scores achieved by these students in September, 1976 and May, 1977 we find that 10 out of 14 have improved their scores by at least 0.8, which represents 8 months growth for 8 months of instruction. Another interesting fact is that 9 students improved their grade equivalent scores by one year or more.

These data indicate that the criteria set out in objective 3 were achieved as proposed in discipline and exceeded in reading.

5.3 Analysis Summary

Data collected and analyzed in this summative evaluation phase supports the contention that educationally significant advances were made toward improving reading achievement and reducing discipline problems in the Redding Middle School during the 1976-77 school year.

A summary of the degree to which each terminal objective was achieved follows:

OBJECTIVE 1 - A positive trend toward reducing the difference in mean raw scores between national and local norms was realized when test results were compared on a pre/post basis. In grades 6 and 7 the objective criterion of a 25% reduction in the difference between local and national mean raw score was obtained in Word Knowledge. In the area of Total Reading (Word Knowledge and Comprehension) grade 7 students as a group reached the criterion set in this objective.

OBJECTIVE 2 - Discipline referrals to the administration were reduced by 20% during the 1976-77 school year. Referral frequencies reduced from a total of 294 in 1975-76, to a total of 233 in 1976-77. A proposed 25% reduction was not reached.

OBJECTIVE 3 - 50% of the target group, which was made up of a sample of 14 students who were at least one year below grade level and referred to the administration for discipline at least three times in 1975-76, did decrease the number of referrals by a minimum of 50%.

OBJECTIVE 3 - (continued) When grade equivalent scores were compared for this sample it was discovered that 10 out of 14 students improved their reading score by at least 0.8 points, which represents 8 months of growth in reading for the same number of months spent on instruction. This result exceeded the objective criterion which called for 50% of the target group (seven students) to improve their grade equivalent scores by 8 months for 8 months of instruction (September 1976 to May 1977).

CHAPTER 6

INSTITUTIONALIZATION AND DISSEMINATION

6.1 Institutionalization

Louis J. Rubin (1974) identified three sets of operations which constitute the most efficient route toward achieving and sustaining educational innovation. These operations include: analysis, strategy, selection, and installation. Critical to each operation is the involvement of a school staff from conceptualization to evaluation.

Essential to Rubin's notion of how to institutionalize an innovation is the degree to which:

(1) the staff understands the innovation, its requirements and its relation to the school's objectives.

(2) the benefits of the innovation are clear.

(3) specific strategies are used to introduce the staff to accept the change and integrate the innovation with the total instructional program.

Mindful of these suggested precautions the latter part of the 1975-1976 school year was used for informal, but critical pre-practicum staff involvement activities which included:

(1) Analyzing Academic Weaknesses: Standardized test results were analyzed to identify specific weaknesses in the area of reading. A mini-grant from the Delaware Educational Assessment Program allowed the administrators and selected staff members to perform an item analysis evaluation of grade eight performance on the Spring 1976 reading test. This indepth study of student responses to test items allowed the staff to identify specific reading skill deficiencies. Many en route objectives in reading resulted from this evaluation.

(2) Identified Social-Behavioral Needs: Anecdotal behavior record forms were designed and maintained on a pilot basis during the latter part of the 1975-1976 school year. (See Appendixes A and H). Synthesizing the information recorded on these forms concerning problem student behaviors provided concrete examples of behavior problems which needed remediation. In-service training sessions provided opportunity for the faculty to "brainstorm" lists of "unacceptable student behaviors" and potential solution strategies. Many of the ideas generated were incorporated in this practicum.

(3) Specifying Scheduling Problems: Group and individual meetings with the teaching staff preceded the implementation phase of this project. This process allowed administrators to develop a schedule which facilitated proposed instructional program changes and behavior management alternatives.

(4) Identifying Curricula and Material Needs: An inventory of instructional tests, workbooks, kits and audio-visual equipment was compiled to determine "what we had" in all major subject areas: reading, writing, English, spelling, math, social studies and science. Combining this information with the insights gained by analyzing achievement test results the faculty and administration set "reading" as the curriculum priority for 1976-1977. The school administration committed budget money to purchase materials and supplies needed to pursue this curriculum and instruction priority.

(5) Assessing Staff Strengths and Weaknesses: Each staff member was evaluated at least twice during the 1975-1976 school year. Utilizing this formal performance appraisal information plus the day-to-day working knowledge of individual staff members, the administrators felt comfortable identifying key teachers with competencies in the areas of reading and language arts. Instructional teams were built around these selected teachers to insure student exposure to competent reading teachers.

(6) Brainstorming Change Strategies or Ideas: Several faculty brainstorming sessions were conducted to solicit input for developing solution strategies to improve reading achievement and reduce discipline problems. Many of the organizational changes, training activities and en route objectives and activities recommended during these sessions were incorporated in this practicum's implementation phase.

Because this practicum's activities were born from the collective involvement of building teachers and administrators, the activities, organization and objectives have continued even though the author has taken a job in another district. Continuous communication with the principal and teachers at Redding Middle School assures me that this practicum's initiatives have continued to expand and develop.

6.2 Dissemination

Like charity, dissemination efforts should begin at home. In keeping with this belief a preliminary report on this practicum's accomplishments was presented to the faculty and staff of the Redding Middle School.

The overall practicum design and key reading and discipline strategies have been shared with all Appoquinimink district supervisors and building administrators. With the approval of this individual report the writer will develop an oral report on this practicum's achievements for the next public meeting of the Appoquinimink Board of Education.

At the October, 1977 meeting of the Delaware Association of School Administrators the writer made a presentation to a section of practicing building administrators on the alternative discipline strategies implemented in this practicum project. As a result of this exposure to school leaders throughout the state many copies of this practicum's en route objectives and activities have been requested and distributed.

Because of my present association with the Mount Pleasant School District I have been able to share this practicum's experiences with the administrators in this district. A copy of the individual practicum proposal has been given to the middle school administrators.

CHAPTER 7

CONCLUSIONS AND RECOMMENDATIONS

Given the practical limitations inherent in implementing change strategies in a functioning school setting this practicum's objectives were achieved at a realistic level of expectancy.

In an effort to communicate with a wider audience, simple descriptive statistics were presented rather than more esoteric statistical analyses.

7.1 Conclusions

Some conclusions derived from this practicum experience are:

(1) Positive results were achieved by effecting a plan which included change strategies in: organization structure, staff training, supervision, and instructional programs. Improvements in reading and discipline occurred because of this "gestalt" view of many operation variables existing in any school setting.

(2) Every phase of an innovation (design, implementation, and evaluation) must have input or involvement from every group affected by the proposed changes.

(3) One year is not a sufficient amount of time to complete all proposed en route objectives and activities.

(4) Student achievement in reading will improve if reasonable skill objectives are set and progress feedback is provided regularly.

(5) Deviant student behavior will be reduced by: a) allowing students an opportunity to be responsible for solving their own problems; b) providing feedback to teachers on classroom interactions; c) facilitating student and adult interaction on a social-personal basis; d) emphasizing positive behaviors and promoting positive self-images among students.

7.2 Recommendations

(1) Assess the achievement of reading and discipline improvements over a three year period to determine the long range effect of this practicum's activities.

(2) Every effort should be made to build on the successes experienced during the practicum year in the areas of organization, staff training, and instructional program strategies.

(3) Use this practicum's results to develop federal proposals which assist in supplying human and material resources in the areas of reading and discipline. Title I and Title VII (Emergency School Aid Act) are federal title programs that provide grants to local education agencies in remediating both reading and discipline problems.

(4) Adapt the "Group Planning Model" to become the "School Planning Model". Use these planning steps to design, implement, and evaluate school-wide objectives annually. The Practicum Process Model (Figure 2) provides a reasonable Time-Flow Chart paradigm.

7.3 Applications

En route and terminal objectives developed in this practicum could be transferred to almost any middle school program in the State of Delaware. This is possible and practical because the Delaware Educational Assessment

Program assesses student performance on specified objectives in grade eight throughout the state.

Specific objectives may not be appropriate to a particular school, but most objectives and activities can be used or adapted according to established needs and priorities.

Record keeping mechanisms designed and applied in this practicum can be modified or adopted by most area middle schools to monitor student mastery of reading skills. Discipline referral records can be used to record problem behaviors in a form useful for periodic analysis and problem solving.

7.4 Follow-Up

A longitudinal study of this practicum's effect on reading achievement and discipline would be useful in determining:

(1) The degree to which improvements in reading and discipline are sustained over a three year period.

(2) The extent to which results achieved are a function of the program's design or the practitioners involved.

(3) If the improved reading scores and reduced number of discipline referrals experienced at the Redding Middle School are occurring in other middle schools in the county, state or nation.

APPENDIXES

SCHOOL DISTRICT BOUNDARY MAPS

APPOQUINIMINK DISTRICT

SCHOOL DISCIPLINARY REFERRAL

Appendix B

REDDING MIDDLE SCHOOL

STUDENTS NAME	GRADE & SECTION	DATE

REFERRED BY:	SUBJECT or CLASS	DATE & TIME of INCIDENT

MINOR MISCONDUCT REPORT

- ☐ EXCESSIVE TARDINESS
- ☐ CUTTING CLASS
- ☐ TRUANCY
- ☐ ANNOYING CLASSMATES
- ☐ EXCESSIVE TALKING
- ☐ UNCOOPERATIVE
- ☐ RUDE, DISCOURTEOUS
- ☐ LACK OF CLASS MATERIALS
- ☐ RESTLESS, INATTENTIVE
- ☐ MISCHIEF
- ☐ SMOKING
- ☐ PROFANE, ABUSIVE LANGUAGE
- ☐ OTHER _____

REMARKS:

MAJOR MISCONDUCT REPORT

- ☐ DISRUPTION OF SCHOOL
- ☐ DAMAGE, DESTRUCTION, THEFT of PROPERTY
- ☐ ASSAULT
- ☐ DANGEROUS WEAPONS
- ☐ NARCOTICS
- ☐ DISRUPTION ON BUS
- ☐ REPEATED SCHOOL VIOLATIONS
- ☐ OTHER _____

REMARKS:

ACTIONS TAKEN BY TEACHER TO SOLVE PROBLEM PRIOR TO REFERRAL TO OFFICE:

- ☐ CONFERENCE WITH STUDENT
- ☐ DETAINED STUDENT AFTER SCHOOL
- ☐ TELEPHONED PARENTS
- ☐ WRITTEN REPORT TO PARENTS
- ☐ CONFERENCE WITH PARENTS
- ☐ REFERRAL TO GUIDANCE
- ☐ REFERRAL TO SUPPORTIVE STAFF
- ☐ OTHER _____

REMARKS:

REFERRAL TO PRINCIPAL ☐ ANECDOTAL RECORD ATTACHED

PRINCIPAL'S REPORT OF ACTION TAKEN

- ☐ CONFERENCE WITH STUDENT
- ☐ CONFERENCE WITH PARENT
- ☐ REFERRAL TO SUPPORTIVE STAFF
- ☐ SUSPENSION
- ☐ REFERRAL TO CENTRAL ADMINISTRATION
- ☐ REFERRAL TO SCHOOL BOARD
- ☐ OTHER _____

REMARKS:

APPENDIX C

EN ROUTE OBJECTIVES AND ACTIVITIES CHECKLIST

Symbol Key: + = Mastery
P = Partial Mastery
- = Non-mastery

ACTION/ACTIVITIES/PROCEDURES - READING	TARGET DATE	DATE COMPLETED	MASTERY LEVEL	COMMENTS & NOTES
I. ORGANIZATION				
1. Teachers will be organized into two interdisciplinary teams at each grade level consisting of 4 teachers and 1 instructional aide (Cohen, 1975)	8/15/76	8/6/76	+	
2. Students will be assigned randomly to either Team A or Team B at each grade level. Approximately 100 students per team, 200 students per grade level.	8/30/76	8/23/76	+	
II. STAFF TRAINING				
1. Conduct teacher orientation sessions for the following:				
a. Team assignments b. Team building activities c. Schedule changes d. Reading program emphasis	8/20/76	8/27/76	+	
2. Conduct teacher workshop on: "Reading is a Process"	8/31/76	9/1/76	+	

ACTION/ACTIVITIES/PROCEDURES	TARGET DATE	DATE COMPLETED	MASTERY LEVEL	COMMENTS & NOTES
a. Presented by state reading supervisor and staff b. Assesses teacher knowledge of: 1. Phonics and phonetic analysis 2. Structural analysis 3. Context clues 4. Cloze procedures				
3. Scheduling team planning and individual planning	8/31/76	8/31/76	+	
4. Grouping students according to need	9/30/76	10/8/76	+	
a. Administering the San Diego Word Recognition Test b. Administering and interpreting the modified Cloze for comprehension				
5. In-service teacher training				
a. Schedule 90 minutes training/planning sessions	9/7/76	9/3/76	+	
b. Conduct weekly in-service/teacher training sessions with state, local and university reading consultants (Trione, 1967 and Sergiovanni, 1967)				
c. Train teacher teams to implement/practice the "Group Planning Model"	9/15/76	9/30/76	+	

ACTION/ACTIVITIES/PROCEDURES	TARGET DATE	DATE COMPLETED	MASTERY LEVEL	COMMENTS & NOTES
III. INSTRUCTIONAL PLANNING PHASE				
1. Apply "Group Planning Model" for team instructional planning	10/4/76	10/15/76	P	
a. Teacher teams will meet daily to plan for individual and group instructional activities in reading and developing positive self-concepts in students. (Quandt, 1972)	10/76 to 6/77	same	+	
2. Group planning model - for weekly or marking period planning	10/76 to 6/77	same	+	
Steps Include:				
a. Identifying student needs in reading or discipline				
1. Formal assessment (Ex. commercial tests)				
2. Teacher made assessments				
3. Informal assessments				
b. Review literature, if appropriate				
c. Write objectives				
1. En route objectives				
2. Terminal objectives				

ACTION/ACTIVITIES/PROCEDURES	TARGET DATE	DATE COMPLETED	MASTERY LEVEL	COMMENTS & NOTES
d. Design and apply classroom instructional activities to meet stated objectives				
e. Evaluate outcomes				
1. Criterion-referenced commercial tests (Ex. Fountain Valley)				
2. Teacher-made tests				
3. Outside observer (administrator or teacher colleague)				
f. Communicate results to team				
g. Document successful application and disseminate				
(This model for group planning will be used for both reading and discipline problem solving by each teacher team)				
3. Identify Mastery Learning Sequence (Bloom, 1968)	10/20/76	10/29/76	+	
a. Individual student check-list record				
1. Pupil progress profile (Fountain Valley - Appendix C)				
2. Barbe reading skills check-list (Center for Applied Research in Education, Inc.- Appendix D)				

ACTION/ACTIVITIES/PROCEDURES	TARGET DATE	DATE COMPLETED	MASTERY LEVEL	COMMENTS & NOTES
b. Make class record from individual check-list - Appendix E	11/1/76	11/12/76	P	
c. Use check-list in reading for:				
1. Student conferences 2. Parent conferences 3. Professional staff conferences	6/77	6/77	+	
4. Provide for continuous evaluation of skill achievement	6/14/77	6/14/77	+	
a. Fountain Valley Skill Achievement Tests b. SRA Diagnosis in Reading-Skill Probes				
5. Develop reading strategies for content area teachers	6/14/77	6/14/77	+	
a. Ready-to-use activities for building specific skill development at each grade level are described according to the following format: (Barbe Reading Skills Check-list and Activities) 1. Time needed 2. Materials 3. Preparation 4. Activity directions				

ACTION/ACTIVITIES/PROCEDURES	TARGET DATE	DATE COMPLETED	MASTERY LEVEL	COMMENTS & NOTES
5. Culmination activity 6. Evaluation				
IV. EN ROUTE OBJECTIVES (formulated by teachers, reading consultants and administrators)	10/15/76	10/29/76	+	
A) ADMINISTRATIVE OBJECTIVES				
1. To establish goals for students, administrators, and teachers and to establish means for recognizing achievements of those goals.				
a. Receive input from students, teachers, school district and state guidelines/objectives in reading	9/1/76	9/1/76	+	
b. Formulate goals and measurement criteria and circulate draft to teachers, student representatives, the school board, principals of other schools in the district and community groups	11/1/76	11/19/76	+	
c. Establish formal goals/objectives and criteria	11/15/76	11/26/76	+	
d. Evaluate students, teachers, and selves in relation to criteria.	Quarterly basis			
2. Promote community involvement and commitment to improve interest and ability in reading				

ACTION/ACTIVITIES/PROCEDURES	TARGET DATE	DATE COMPLETED	MASTERY LEVEL	COMMENTS & NOTES
a. Publicize goals and commitment to reading in school newsletter. One release per month.	11/1/76	12/15/76	P	
b. Promote direct contact with members of the community in PTA meetings, joint programs with community organizations such as churches and clubs, and invitations for at least one member of the community per month to discuss the role of reading in their lives.				
1. These discussions would be with people at various levels of various occupations -- boss, worker, clerk, foreman, etc., -- talking to one class -- could be video taped. Suitable quality reproductions will be viewed by other classes.	12/15/76	4/9/77	P	
c. Present a plan to the school district administration to obtain funds for a "Reading Is Fundamental" program that will supply free books at a variety of levels of difficulty and interest to students.				
1. Write for information to RIF	11/30/76	11/30/76	+	

ACTION/ACTIVITIES/PROCEDURES	TARGET DATE	DATE COMPLETED	MASTERY LEVEL	COMMENTS & NOTES
2. Present information to Assistant Superintendent	12/15/76	1/9/77	+	
3. Contact a volunteer leader	1/5/76	1/14/77	+	
4. Implement program	1/19/76	1/28/77	+	
d. Actively recruit volunteers from the community to assist in tutoring students, producing materials, and improving public relations.				
1. Poll faculty and staff for areas they would like volunteer assistance.	11/1/76	11/1/76	+	
2. Visit surrounding school districts that utilize community volunteers to survey means of organization	11/30/76	11/26/76	P	
3. Contact national offices of Right to Read for information on successful volunteer programs	11/30/76	11/30/76	+	
4. Begin activities for volunteers	12/15/76	12/3/77		
5. Begin using volunteers	1/19/76	1/14/77	+	
3. Provide administrative incentives to teachers that will encourage personal learning and support a comprehensive reading program.				

ACTION/ACTIVITIES/PROCEDURES	TARGET DATE	DATE COMPLETED	MASTERY LEVEL	COMMENTS & NOTES
a. Provide a minimum of 5, forty-five minute periods per week for teachers to plan lessons	8/31/76	8/20/76	+	
b. Provide a professional library of at least thirty-five professional books about reading with major emphasis on books which supply examples of activities to help students improve basic reading skills and reading skills in content materials.				
1. A minimum of ten books will be purchased by	11/1/76	11/1/76	+	
An additional ten books will be purchased by	11/22/76	11/26/76	+	
An additional fifteen books will be purchased by	1/19/77	1/19/77	P	
2. A minimum of one planning session every week will include administrator/ teacher planning of one specific reading activity (following Group Planning Model)	All Year	6/77	+	
c. Plan at least 5 in-service workshops per year to develop specific teacher skills to be used in classrooms to help students learn how to read and learn content.	Nov., Jan., Feb., March, April	same	+	

ACTION/ACTIVITIES/PROCEDURES	TARGET DATE	DATE COMPLETED	MASTERY LEVEL	COMMENTS & NOTES
1. Topics will be selected by teachers in light of objectives for teachers and students				
4. Promote a sense of personal value in every student and teacher by helping teachers identify and use positive reinforcement appropriate to each student.				
a. Provide at least 10 books and 10 articles about behavior modification and transactional analysis.	12/1/76	12/17/76	P	
b. Provide at least 2 workshops per year on useful techniques of pupil support and discipline	12/17/76 and 3/4/77	same	+	
c. Administrators will lead at least 1 team meeting each week to plan strategies to support individual students	All year	same	+	
1. Student review committee meetings will be conducted on students selected by teachers and administrators.				
2. Recommendations for school and home will be recorded and communicated to parents.				
3. Status reports will be solicited monthly.				

ACTION/ACTIVITIES/PROCEDURE	TARGET DATE	DATE COMPLETED	MASTERY LEVEL	COMMENTS & NOTES
5. Provide appropriate materials to support achievement of objectives for students.				
a. Inventory existing materials	12/1/76	12/15/76	+	
b. Compile a master list of lessons related to items two through five in student objectives.				
1. A master list of lessons developed by the Random House High Intensity Program will be distributed to language arts teachers.	11/1/76	11/1/76	+	
2. Master list of activities in presently owned basal series will be developed	12/1/76	12/20/76	P	
3. A master file of practice or reinforcement activities will be established. At least 2 team planning periods per month will be spent finding, discussing and cataloging instructional activities on specific reading skills.	Each month	Same	P	
4. At least 1 copy of every new activity developed by teachers will be filed in this system.				

ACTION/ACTIVITIES/PROCEDURE	TARGET DATE	DATE COMPLETED	MASTERY LEVEL	COMMENTS & NOTES
a. At least 70% of all teachers will contribute 10 lessons per year.	6/77	same	P	
B) TEACHER OBJECTIVES				
1. Assist each student in recognizing present abilities and determining the next step in improving reading interests and abilities.				
Means: Practice in designing, administering and interpreting at least 3 of the following: Cloze diagnosic procedure Textbook inventory Summarizing activities Spelling inventory Oral reading miscue analysis Writing analysis				
Minimum acceptable standard: 50% of teachers complete task by June, 1977.	6/77	6/77	+	
2. Provide support for each student by differentiating the essential terms and concepts they meet.				

ACTION/ACTIVITIES/PROCEDURES	TARGET DATE	DATE COMPLETED	MASTERY LEVEL	COMMENTS & NOTES
Means: Compiling, in conjuction with other members of your team, a list of not more than fifty essential terms in all subject areas that all students must know how to define and use.				
Minimum acceptable standard: 100% of teachers	1/15/76	1/21/76	P	
3. Provide instruction so that every student may master every essential term and may have opportunities to develop an extensive reading vocabulary of other terms pertinent to your subject area.				
Means: Developing at least 2 of the following instructional strategies for every essential term: Frayer technique Demonstrations Labeled materials Analyzing words in context Synonym cloze procedure				
Minimum acceptable standard: 90% of all teachers	5/77	6/77	P	

ACTION/ACTIVITIES/PROCEDURES	TARGET DATE	DATE COMPLETED	MASTERY LEVEL	COMMENTS & NOTES
4. Assist students in attaining information from print by giving them instruction, assistance, and practice in setting purposes before they read and reviewing purposes after they read. Means: Learning, carrying out, and evaluating at least 3 of the following procedures: Prereading (also called surveying or inspectional reading) Headings to questions strategy Directed reading activity Content directed reading-thinking activity 3 level, concept, or patterns study guides using text questions before and after reading Minimum acceptable standard: 70% of all teachers	5/30/77	6/14/77	P	
5. Assist students in understanding what they read in light of the purposes they have set or accepted.				

ACTION/ACTIVITES/PROCEDURES	TARGET DATE	DATE COMPLETED	MASTERY LEVEL	COMMENTS & NOTES
Means: Learning, carrying out, and evaluating the effects of teaching strategies for at least 4 or the following tasks: Find the main idea of a paragraph Arranging events in sequence Outlining a major section of a chapter Understanding patterns of organization Inferring meaning from context Recognizing author bias				
Minimum acceptable standard: 70% of teachers	5/30/76	6/14/77	P	
6. Helping students become independent in recognizing words and their meanings.				
Means: Learning, teaching, and providing daily practice in applying a word recognition strategy that incorporates context clues, structure clues, phonic clues, and dictionary clues to recognize words in a test.				

ACTION/ACTIVITIES/PROCEDURES	TARGET DATE	DATE COMPLETED	MASTERY LEVEL	COMMENTS & NOTES
Minimum acceptable standard: all English-Language Arts teachers plus 60% of remaining teachers	2/1/77	6/14/77	P	
7. Helping students remember what they read by providing them instruction in how to remember important information and practice in using the techniques with material from your course.				
Means: Learning, teaching, and evaluating the effects of at least 1 of the following procedures: PQ4R Study unit Student developed post organizers Also, providing incentive for remembering by using TGT or Facts in Five games.				
Minimum acceptable standard: 70% of teachers	5/30/77	6/14/77	P	
8. Helping students be independent in locating information.				
Means: Developing at least one activity for students to learn and practice the following skills:				

ACTION/ACTIVITIES/PROCEDURES	TARGET DATE	DATE COMPLETED	MASTERY LEVEL	COMMENTS & NOTES
Using a card catalog Using index and table of contents Using preface to determine usefulness of a specific book in reference to a topic Skimming material to quickly locate key words Rereading word problems for specific information				
Minimum acceptable standard: 70% of teachers	5/30/77	6/14/77	P	
9. Encouraging each student to want to read more about the subject.				
Means: Learning, carrying out, and evaluating at least 1 of the following activities:				
Reading aloud to students from primary source material about specific events or personalities of interest within your subject area. Establishing a classroom library of books at a variety of difficulty levels that are directly				

ACTION/ACTIVITIES/PROCEDURES	TARGET DATE	DATE COMPLETED	MASTERY LEVEL	COMMENTS & NOTES
related to the topics you teach Presenting a personality or event of the week and sharing sources of information on the topic Discussing the books you are reading at least once a week as they relate to the subject				
Minimum acceptable standard: 70% of teachers	5/30/77	6/14/77	P	
C) STUDENT OBJECTIVES				
1. Students will demonstrate that they enjoy reading.				
a. Students attitude toward reading will increase 10% per year as measured by the Estes scale.				
1. Minimum acceptable standard: 70% of students at each grade level.	6/77	not completed		
b. Students reading will increase 20 percent per year as measured by library circulation, purchases from book clubs and a weekly record of pages read.				

ACTION/ACTIVITIES/PROCEDURES	TARGET DATE	DATE COMPLETED	MASTERY LEVEL	COMMENTS & NOTES
1. Minimum acceptable standard: 70% of students at each grade level	6/14/77	6/14/77	+	
2. Interim check: a 10% increase will be found by the last week in January	1/77	1/28/77	+	
c. Student comments to other students or teachers about information they have read will increase 10 percent per year as measured by teacher tally sheets.				
1. Minimum acceptable standard: 50% of students at each grade level with 70% of teachers reporting.	6/77	6/77	P	
2. Baseline tally sheets will be established by	10/29/76	10/29/76	+	
2. Students will demonstrate that they can recognize words in context.				
a. Given material where a student knows all but one word for every twenty running words, the student will use meaning and grammatical cues, word structure clues, and letter-sound clues to pronounce and define unknown words.				

ACTION/ACTIVITIES/PROCEDURES	TARGET DATE	DATE COMPLETED	MASTERY LEVEL	COMMENTS & NOTES
1. Minimum acceptable standard: 90% of all students at each grade level	6/77	6/14/77	P	
2. Passages to be read will be selected from Barnell Loft Specific Skill Series, Getting the Main Idea. Selected passages from history and science texts will be used for students at or above grade level.				
3. At least 70% of students will progress 1 level of passage per year.				
b. Students will instantly recognize and be able to fully define a minimum of 50 more words per year.				
1. Minimum acceptable standard: 95% of all students at each grade level.	6/14/77	6/1477	P	
2. Word lists will be developed by teacher teams at each grade level.				
3. Students will be able to identify all forms of these words, i.e., prefixes, suffixes, or in compound words.	5/31/77	6/14/77	P	

ACTION/ACTIVITIES/PROCEDURES	TARGET DATE	DATE COMPLETED	MASTERY LEVEL	COMMENTS & NOTES
4. Measurement criteria will be a list of these words; that students will pronounce the words; and a teacher given test will be administered where the student hears the word, spells it, and defines the word from memory.	5/31/77	6/14/77	P	
c. Students will demonstrate their knowledge of letter-sound and letter-meaning relationships by learning to correctly spell a minimum of 150 words per year which they previously misspelled.				
1. Minimum acceptable standard: 75% of all students at each grade level.	5/31/77	5/31/77	P	
3. Students will demonstrate ability to understand what they read.				
a. Given material in which they can instantly identify all but 1 word of every twenty running words, students will be able to read and answer 80% or more of questions about word meanings, sequence of events, the main idea of a paragraph, cause and effect relationships, hierarchical relationships.				

ACTION/ACTIVITIES/PROCEDURES	TARGET DATE	DATE COMPLETED	MASTERY LEVEL	COMMENTS & NOTES
1. Minimum acceptable criteria: 90% of all students at each grade level. 2. Using test passages selected from Reading for Meaning at least 70% of the students will progress 1 level per year.	6/77	same	P	
b. Students will demonstrate increased ability to understand their textbooks by improving at least 10% on cloze test scores in their textbooks from the beginning to the end of the school year.	6/77	same	P	
1. Minimum acceptable standard: 70% of all students at each grade level.				
c. Students will demonstrate increased ability to understand newspapers and magazines by improving at least 10 percent on cloze test scores on that material.				
1. Minimum acceptable standard: 70% of students at each grade level by	6/77	same	P	

ACTION/ACTIVITIES/PROCEDURES	TARGET DATE	DATE COMPLETED	MASTERY LEVEL	COMMENTS & NOTES
d. Students will demonstrate increased comprehension by reading increasingly longer and more difficult books on their own.	6/77	same	P	
1. Minimum acceptable standard: 70% of all students at each grade level.				
2. Students will record books they read. The librarian will evaluate difficulty using either personal judgment or a readability formula.				
4. Students will demonstrate improved ability to study content.				
a. Given graphically presented information such as a map, a chart, or a graph, students will demonstrate improved understanding by answering 20 percent more questions correctly per year.	6/77	same	P	
1. Minimum acceptable standard: 70% of all students at each grade level.				
2. Criteria will consist of a graph from a grade level math text; a map from a				

ACTION/ACTIVITIES/PROCEDURES	TARGET DATE	DATE COMPLETED	MASTERY LEVEL	COMMENTS & NOTES
grade level science text. Thirty questions will be constructed about each graphic. Ten questions will be selected randomly for each test administration.	6/77	same	P	
b. Given material in which not more than 1 word in twenty running words is unfamiliar, students will demonstrate the ability to differentiate between major ideas and supporting details by producing an outline of the passage.				
1. Minimum acceptable standard: 70% of all students at each grade level.				
2. Using passages selected from Be A Better Reader, at least 70% of the students will progress 1 level per year.	5/31/77	6/14/77	P	
c. Given a topic from a content class to research, students will ask appropriate questions, find information, organize a report, and present information to others.	Monthly	same	P	
Minimum acceptable standard: 90% of all students produce at least 1 research report				

ACTION/ACTIVITIES/PROCEDURES	TARGET DATE	DATE COMPLETED	MASTERY LEVEL	COMMENTS & NOTES
per month				
5. Students will demonstrate an improved ability to follow written directions				
a. Sixth grade students will be able to follow written directions to independently complete an activity they have seen once.				
Minimum acceptable standard: 90% of sixth graders	2/77	same	P	
b. Seventh grade students will be able to independently follow written directions to complete an activity similar to one they have previously completed.				
Minimum acceptable standard: 90% of seventh graders	2/77	same	P	
c. Eighth grade students will be able to follow directions to independently complete a task they have never seen or done before.				
Minimum acceptable standard: 90% of all eighth graders	2/77	same	P	

ACTION/ACTIVITIES/PROCEDURES	TARGET DATE	DATE COMPLETED	MASTERY LEVEL	COMMENTS & NOTES
2. Criteria will include job applications, credit applications, and self support tasks such as cooking or balancing a checkbook.				

MONITORING THE ACHIEVEMENT OF THESE EN ROUTE OBJECTIVES IN READING SERVED THE FORMATIVE EVALUATION NEEDS DISCUSSED IN THE CHAPTER 5 - DETERMINING EFFECTIVENESS.

ACTION/ACTIVITIES/PROCEDURES - DISCIPLINE	TARGET DATE	DATE COMPLETED	MASTERY LEVEL	COMMENTS & NOTES
I. ORGANIZATION				
1. Home-room sections will be formed				
a. 25 students to 1 teacher b. Home-room assignments will continue for 1 year	9/30/76	8/31/77	+	
2. Students will follow 3 different schedules during the school year (See Appendix B)				
a. Provides for daily routine change every 7 weeks b. Reduces hallway traffic by two-thirds over previous schedule c. Allows students from one grade level to eat lunch together d. Facilitates flexible scheduling by team for group counseling activities e. Permits both teams of teachers at each grade level to meet daily for staff development and planning activities				
II. STAFF TRAINING				
1. One group planning session each week will be devoted to training				

ACTION/ACTIVITIES/PROCEDURES	TARGET DATE	DATE COMPLETED	MASTERY LEVEL	COMMENTS & NOTES
teachers in the area of Affective Education/Self-Concept Enrichment	Each week	same	+	
a. Session activities will be conducted by the Affective Education Specialist.				
b. Training sessions will include: (Grantham & Harris, 1976)				
1. Review of literature on discipline and classroom management.				
2. Identifying and analyzing teacher behavior using the Flanders Interaction Analysis System				
a. Verbal behavior and interaction b. Non-verbal behavior and interaction	10/20/76	11/1/76		
2. Designing and implementing classroom management techniques which affect discipline responses of teacher to pupil behavior	All year	same	+	
a. Group planning model				
3. Use audio/visual traning materials prepared by Glasser and Associates to train teachers in conducting classroom meetings for solving social problems.	12/15/76	1/19/77	+	

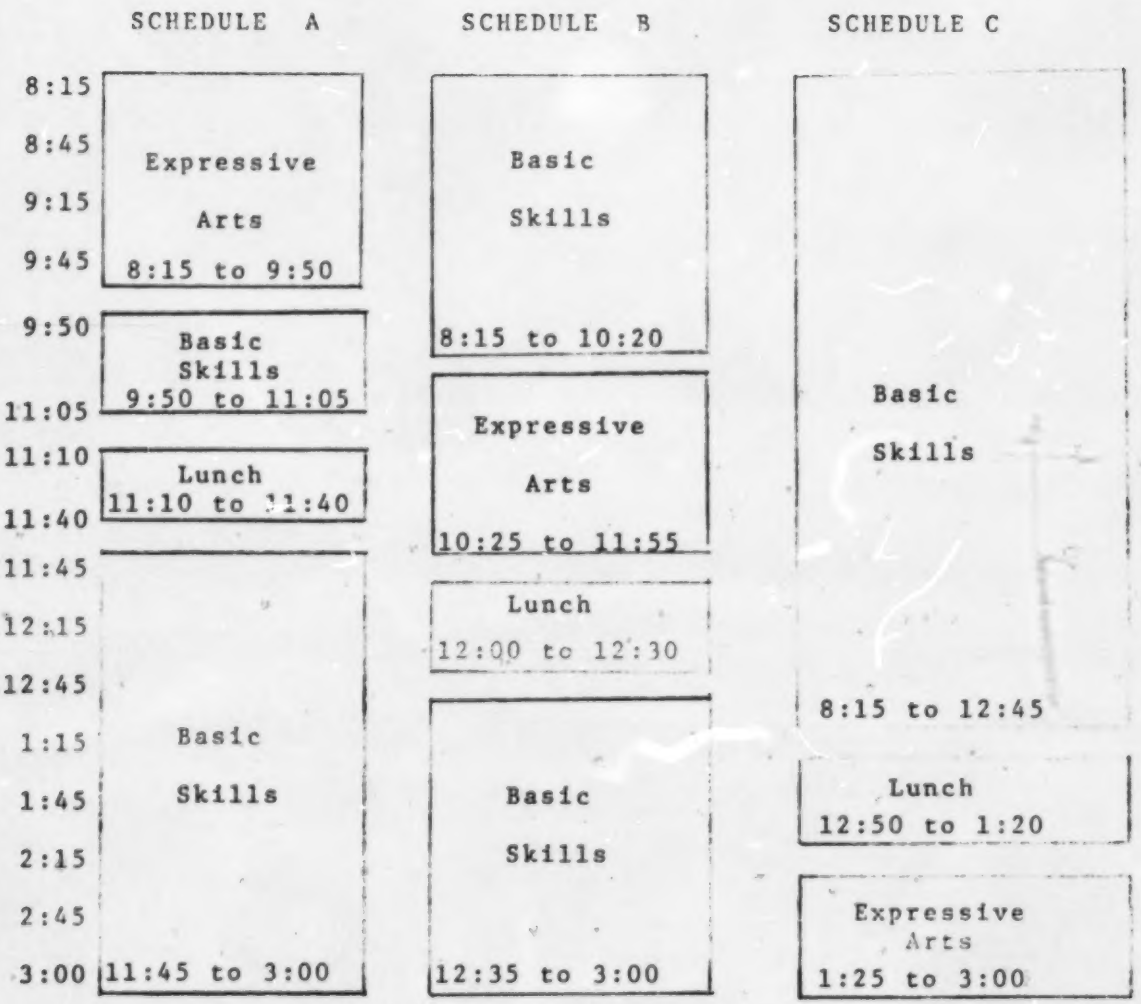
ACTION/ACTIVITIES/PROCEDURES	TARGET DATE	DATE COMPLETED	MASTERY LEVEL	COMMENTS & NOTES
4. Implement classroom strategies for developing positive self-concept in students				
a. One classroom activity will be planned, demonstrated/ practiced and applied by each teacher every week using the following materials:				
1. 100 Ways to Enhance Self-Concept in the Classroom (Canfield and Wells, 1976)	All year	same	P	
2. Program for Affective Education. (Chase, 1975)				
3. Personalizing Education-Values Clarification and Beyond-100 Strategies. (Howe & Howe, 1975)				
III. IMPLEMENTATION PHASE				
1. Discipline alternatives will be designed, implemented and evaluated by the teachers, administrators and Affective Education Specialist. The following strategies/activities will be considered (Grantham & Harris, 1976)				
a. Increase before and after school sponsored activities	10/15/76 to 6/77	same	P	

ACTION/ACTIVITIES/PROCEDURES	TARGET DATE	DATE COMPLETED	MASTERY LEVEL	COMMENTS & NOTES
1. Breakfast break 2. Morning music fest 3. Intermural sports: flag football, basketball, hockey, volleyball, softball, track, etc.				
b. Periodic group guidance sessions with the Principal or Assistant Principal or Guidance Counselor	Bi-monthly	same	+	
c. Daily reinforcement of positive behavior by principal via P A system	Daily	same	+	
d. "Sign-in" and "sign-out" procedures for truant and class cutting students. (Limited probation period - Ex. 1 month)	9/7.76	same	+	
e. Increase tutorial efforts-within or between grade levels	9/30/76	10/8/76	+	
f. Clean-up taks assignments in lieu of corporal punishment	10/7/76	10/4/76	+	
g. Develop a system of merits (rewards) for appropriate behaviors	10/4/76	Not computed		
h. Institute a student affairs committee to assist with student discipline problems	10/20/76	"	"	
i. Institute the Student Review Committee - meeting of teachers parents, student and counselor for the purpose of reviewing academic and behavioral status of individual students	11/10/76	1/3/77	+	

ACTION/ACTIVITIES/PROCEDURES	TARGET DATE	DATE COMPLETED	MASTERY LEVEL	COMMENT & NOTES
1. Recommends corrective action 2. Documents action and recommendations 3. Communicates with appropriate supportive service personnel				
j. Set up a "time-Out" area for disruptive students	11/1/76	1/14/77	+	
k. "Lunch Date" with principal, teacher, parent, etc. At least 3 students experiencing behavior problems will eat lunch with an adult each week	Weekly	same	P	
l. Increase telephone contacts with parents At least 80% of teachers will contact parents of problem students before referring students to the administration	Daily	Daily	+	
m. Weekly meeting with problem students will be held with community adults - Student Incentive Program. May include: professional people, skilled craftsmen, recent graduates, school board members, central office administrators, local athletes, interesting community				

ACTION/ACTIVITIES/PROCEDURES	TARGET DATE	DATE COMPLETED	MASTERY LEVEL	COMMENT & NOTES
members, etc.	11/76 to 6, 77	same	P	
At least one visiting dignitary will meet with students each month				
n. Conduct daily or bi-weekly class meetings - Glasser's "Social-Problem-Solving" class meetings				
1. Teacher training and demonstrations will be conducted by the assistant principal	11/1-5/76	same	+	
2. At least 50% of the teachers will conduct 1 class meeting per week from November 16 to December 21	11/16 to 12/21, 76	same	+	
3. An additional 25% of the teachers will hold weekly meetings by February 25, 1977	2/25/77	3/13/77	+	
4. Eighty percent of the teaching staff will conduct classroom meetings at least twice a week from March 1 to June 10, 1977	March-June, 1977		P	

ACTION/ACTIVITIES/PROCEDURES	TARGET DATE	DATE COMPLETED	MASTERY LEVEL	COMMENTS & NOTES
o. School Conduct Record Form (See Appendix F) will be maintained by the school principal, assistant principal and guidance counselor.				
1. Record Form data will be studied/analyzed each week	Weekly	same	+	
2. Behavior patterns will be identified and presented to appropriate teaching teams				
3. Group planning model will be implemented in remediating behavior problems				
p. Informal "getting to know you" conferences between teachers and students will be held	Weekly	same	P	
At least 2 members of each team will hold informal conferences with problem students on their team each week	6/77	same	P	



Schedules A, B and C provide for:

1. 4 hours and 30 minutes of Basic Skills instruction daily.
2. 1 hour and 35 minutes of Expressive Arts instruction daily.
3. Team and individual planning occurs daily during expressive arts time block.

Expressive Arts Schedule:

8:15 to 9:45 - Schedule A Classes
9:50 to 10:25 - Planning Period (35 min.)
10:25 to 11:55 - Schedule B Classes
12:00 to 12:30 - Lunch
12:30 to 1:25 - Planning Period (55 min.)
1:25 to 3:00 - Schedule C Classes

Appendix E (Continuous Pupil Progress Profile in Reading, Richard L. Zweig Associates, Inc., 1971, Order No. 401001)and Appendix F (Barbe Reading Skills Check List - Sixth Level, Walter H. Barbe, Honesdale, Pa.)

Name of Teacher: _____

CLASS RECORD OF READING SKILLS

FIFTH LEVEL

Student Names

CLASSROOM OBSERVATION FORM

NON-VERBAL TEACHER BEHAVIORS

TEACHER MOVEMENT CHART

BODY GESTURES OBSERVED

FACIAL EXPRESSIONS OBSERVED

VERBAL BEHAVIORS OBSERVED

1. Amount of teacher talk _____ minutes _____ seconds
   % of time _____

   COMMENTS:

2. Amount of student talk _____ minutes _____ seconds
   % of time _____

   COMMENTS:

3. Talley of positive and negative teacher comments

   -Negative- +Positive+

6. Excessive tardiness.

_____ _____ _____

_____ _____ _____

7. Consistently arriving in class without assignments.

_____ _____ _____

_____ _____ _____

8. Inappropriate conduct in cafeteria.

_____ _____ _____

_____ _____ _____

_____ _____ _____

9. Damaging school property.

_____ _____ _____

_____ _____ _____

10. Cutting class.

_____ _____ _____

_____ _____ _____

_____ _____ _____

11. Failure to serve appointed detention.

_____ _____ _____

_____ _____ _____

_____ _____ _____

12. Stealing the property of the school, teachers or other students.

_____ _____ _____

_____ _____ _____

13. Failure to produce an absence excuse (truancy)

_____ _____ _____

_____ _____ _____

14. Other (specify) _____

_____

_____

_____

ANECDOTAL RECORD

REDDING MIDDLE SCHOOL

Student's Name	Grade & Section	Teacher & Subject

SUGGESTED PROCEDURES TO BE FOLLOWED BEFORE REFERRAL TO OFFICE

1. Informal conference with student
2. Phone call to parents or note to parents
3. Written report to parents and / or parent-teacher conference
4. Referral to principal

•Concurrent referral to supportive staff:- Guidance, Psychologist, ect.

Date	Observed Behavior	COMMENTS:
Teacher's Action		

Date	Observed Behavior	COMMENTS:
Teacher's Action		

Date	Observed Behavior	COMMENTS:
Teacher's Action		

Date	Observed Behavior	COMMENTS
Teacher's Action		

REFERRED TO PRINCIPAL

Date	Reason (s) for referral
Date	Principal's action or remarks

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